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VELUT ARBOR ÆVO

Faculty of Education

University of Toronto

Calendar

1993/94

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario M5S 2R7

Office of the Registrar

Bachelor of Education and Diploma in Technical Education/ Ontario Teacher's Certificate Programs:

Admissions	978-8833
Registered Students	978-5990
Continuing Education Program	978-5988
Institute of Child Study	978-3457
Technological Studies	978-3200
Transcripts and Records	978-5577
FAX	978-6775

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Changes in Programs of Study

The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty of Education must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Courses

For each program of study offered by the University through the Faculty of Education, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies and timetables without prior notice.

Changes in Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty of Education are displayed here. Applicable University policies are either fully displayed here or listed here.

In applying to the Faculty of Education the student assumes certain responsibilities to the University and the Faculty of Education and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

Calendar Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

NOTE: B.Ed. and Dip.T.E./O.T.C. Programs

1. The last date for students to change full year and first term courses and sections will be September 24. Thereafter changes may be made only with the approval of the Faculty Council. For second term courses and sections, the last date for students to make changes will be January 14.
2. Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 39-51.

Sessional Dates 1993-94

1993

July 5-July 30	Continuing Education Program Summer Session
September 6	Labour Day - Faculty Closed
September 8, 9	Registration B. Ed. and Diploma in Technological Studies Programs
September 13	Classes Begin
September 24	Last Day for Course and Section Changes (Full Year and First Term Courses)
September 29	I/S Practicum Preparation
October 6	Multicultural/Anti-Racism Workshop (I/S)
October 11	Thanksgiving Day - Faculty Closed
October 13	TOP Day (I/S)
October 18	I/S Practice Teaching Orientation Day
October 18-November 5	Practice Teaching (P/J, J/I)
October 19-29	Practice Teaching (I/S)
October 29	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions
November 3	Multicultural/Anti-Racism Workshop (I/S)
November 10	TOP Day (I/S)
November 11,12	Employment Conference - No Classes
November 15	I/S Practice Teaching Orientation Day
November 16-26	Practice Teaching (I/S)
December 10	Classes End
December 13	Study Day/Special Projects
December 14-17	Examinations

1994

January 3	Classes Resume
January 14	School Boards Information Fair
January 14	Second Instalment of Fees Due
January 14	Last Day for Course and Section Changes (Second Term Courses)
January 17-February 4	Practice Teaching (P/J, J/I)
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions
February 2	Safe Schools Day (I/S)
February 7	I/S Practice Teaching Orientation Day
February 8-18	Practice Teaching (I/S)
February 9,10	Health Conference (P/J, J/I)
February 16, 23	Multicultural/Anti-Racism Workshop (P/J, J/I)
February 28-March10	Annual Student Art Exhibition
March 7-11	Annual Children's Musical
March 14-18	Reading Week
March 23	I/S Practice Teaching Orientation Day
March 23-April 8	Practice Teaching (P/J, J/I)
March 24-April 8	Practice Teaching (I/S)
March 31	Deadline for Withdrawal Without Academic Penalty
April 1	Good Friday - Faculty Closed
April 4	Easter Monday
April 22	Classes End
April 25, 26	Study Days
April 27-May 3	Examinations

Faculty of Education Staff 1992-93

Dean
M.G. Fullan, B.A., M.A., Ph.D.

Associate Deans
M.A. Millar, B.A. (Qu.), B.P.E. (McM), M.Ed. (Qu.)
D.R. Thiessen, B.A. (W.Ont.), M.Ed. (Br. Col.), D.Phil. (Sussex),

Registrar
E.C. Alleyne, B.A. (Albion), M A. (Howard), Ed.D.

Assistants to the Dean
G. Mitchell, B.A.
M. Stager, B.A., M.Sc. (Rutgers)

Assistant to the Associate Dean
N. Watson, B.A. (Qu), M.A. (York) (part-time)

Associate Registrar
G.A. Whyte, B.A. (Car.), B.J. (Car.), Assoc. Prof.

Assistant Registrars
L.A. Genesi-Williams
G.R. Hauser, B.A. (York), B.Ed.

Professors Emeriti
W.A. Andrews, M. Sc. (W. Ont.), B. Ed.
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG.), M.Ed., Ph.D.
C.L. Bedal, B.A. (Qu.), M.Ed.
R.W. Dent, M.A.,Ph.D. (Mich.St.)
U. Elliott, B.A. (Lond.), M.A. (W. Ont.)
B. Flint, M.A., Dip. C.S.
A. Gaydos, B.A., M.Ed., Ph.D. (Ohio St.), Prof.
V.K. Gilbert, B.Sc. (Syd.), M.Ed., Ph.D. (Brist.)
M.F. Grapko, B.A. (Man.), M.A., Ph.D.
J.W. Greig, B.A. (Qu.), M.Ed., Ph.D. (Harv.)
R.S. Harris, M.A., Ph.D. (Mich.), Hon.D.Lit. (W.Ont.)
S.L. Kong, C.M. B.A. (Kua Kiu), M.Ed. (Ott.), Ph.D. (Ott.), Hon. LL.D.. (Kyung Hee)
H.M. Lang, B.A. (McM.), M.Ed.
W.G. London, B.A., M.Ed. (N.Y.S.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.Ed.
G.A. Reid, B.Com., B.Ed., M.A. (Col.), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.Ed. , Ph.D., F.C.C.T.
A.F. Skinner, B.Sc. (St.A.), M.A. (St.A.), M.A. (Col.), Ph.D. (St.A.), F.E.I.S.
G. Smith, M.A. (Qu.)
J.H. Stevens, M.A.
G.E. Tait, B.A., B.Paed., Ed.D.
J.D. Wood, M.A., Ph.D., A.R.C.T.

Continuing Education
R.J. Smith, B.A., B.L.S., Assoc. Prof.

Educational Policy and Foundation Studies
K.A. McLeod, B.A. (Sask.), M.Ed. (Sask.), Ph.D., Prof., Chair
P. Diamond, B.A. (Q'ld), B.Ed. (Q'ld), M.Ed. (Q'ld, Ph.D. (Q'ld),Prof.
D.S.J. Shackel, M.A. (Hons.) (Cant.) Ph.D., Prof.
C. Tan-Willman, B.S.E. (Phil. Norm.), M.A. (Phil. Woman's), M.A. (Minn.), Ph.D. (Minn.), Prof.
C.C. Brodeur, M.A. (Fordham), M.A. (Phil.), Ph.D., Assoc. Prof.,
A.B. Durell, M.A., Ph.D., Assoc. Prof.
B.R. Eardley, B.S. (Penn. St.), M.Ed. (Penn. St.), Assoc. Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (Camb), M.A. (Alta.), Assoc. Prof.
T.C.M. Lam, B.A.(Muskingum), M.A. (Hollins), Ph.D. (Washington), Assoc. Prof.
R. Pike, B.S.W., M.A., Ph.D., Assoc. Prof. (on leave)
S.T. Rusak, B.A. (Ott.), B.Ed., Ph.D. (Alta.) Assoc. Prof.
S. Anderson, B.A. (Texas), M.A. (Texas), Ph.D., Asst. Prof.
N. Bascia, B.A. (Sonoma), A.M., (Stanford), Ph.D. (Stanford) Assst. Prof.
M. Beattie, B.A. (York), M.A., M.Ed., Ed.D., Asst. Prof.
E. Campbell, B.A. (QU), B.Ed., M.Ed., Ph.D., Asst. Prof.
C. Rolheiser-Bennett, B.Ed. (Alta.), M.Ed. (Oregon), Ph.D. (Oregon), Asst. Prof.
M.L. Arnold, B.A. (Bishop's), M.A. (McG), Lecturer
C.E. Conle, B.A., M.A., Lecturer
E.E. Woodruff, B.Sc., B.Ed., M.A., Lecturer

Elementary Education
R.A. Martin, B.A.Sc, M.Ed., Ph.D., Assoc. Prof., Chair
D.W. Booth, B.A. (McM.), M.Ed. (Durh.), Prof.
A.A. Bowers, B.A., M.Ed. (Qu.), Prof.
F. Ebos, M.Sc. (McM.), Prof.
S.K. Harburn, B.Sc. (Alta.), M.Ed. (SUNY), Assoc. Prof.
G.W. Hunt, B.A., M.Ed., Ed.D. (U.S.Int.), Assoc. Prof.,
B. Bennett, B.P.H.E. (Calgary), M.Ed. (Ore.), Ph.D. (Ore.), Asst. Prof.
L.M. Cameron, B.A. (Guelph), M.Ed., Ed.D., Asst. Prof.
K.A. Meyer, B.A. (San Diego), M.Sc. (San Diego), Ph.D. (Br. Col.), Asst. Prof.
S. Steigelbauer, B.S. (Nazareth), M.A. (Ill.), M.A. (Tex.), Ph.D. (Tex.), Asst. Prof.
D.R. Fleming, B.A. (McM), M.Ed., Ed.D., Sr. Tutor
C.A. Hennessy, B.A. (McM), M.Ed., Ed.D., Sr. Tutor

The Learning Consortium
E. Erskine-Cullen, B.A.(Pretoria), M.Ed.(Spokane)

Faculty of Education Staff 1992-93

Institute of Child Study

C. Corter, B.A. (Davidson), Ph.D. (N. Car), Prof., Chair
A.J. Biemiller, B.A. (Harv.), M.S. (Corn.), Ph.D. (Corn.), Prof.
R.J. Volpe, B.A. (Akron), M.A. (Kent St.), Ph.D. (Alta.), Prof.
K.J. Weber, B.A., M.Sc. (Ed.) (Guelph), Prof.
J.P. Klein, B.A. (Corn.) M.A., Ph. D., Assoc. Prof.
J. Jenkins, B.A. (Sus.). M.A. (Nott.), Ph.D. (Lond.), Asst. Prof.
J.W. Wilde Astington, B.A., B.Sc. (Leeds), M.A., Ph. D., Asst. Prof.
J. Hardacre, B.A., M.Ed., Dip.C.S., Ed.D. (Nova), Sr. Tutor
J.A. Penner, B.A., M.Ed., Dip.C.S., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor

Institute of Child Study Laboratory School

R.L. Ethier, B.A. (Concordia), M.Ed.
A.C. Cassidy, B.A.(Montr.), Dip. C.S.
E.A. Hunter
M.A. Jaffary, B.A., Dip.C.S.
E. Morley, B.A.(W. Laur.)
J. Moss, B.A. (Mich. St.), Dip.C.S.
A.E. Tough, M.A.

International Institute For Global Education

D.E. Selby, B.A. (Liv), Ph.D. (Birm), Prof.
G.C. Pike, B.A. (Sus), M.A. (Lond), Lecturer

Library

D.C. George, B.A., B.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (York), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part-time)

Practice Teaching

D.W. Garth, B. Com. (Qu.), Prof.

Secondary Education

D.I. Galbraith, B.SC. (W.Ont.), M.Ed., Prof., Chair
H.A. Yeager, B.H.SC., M.Ed., Assoc. Prof., Assoc. Chair
J.L. Aitken, B.A., M.A. (Dal.), Ph.D., Prof.
D.W. Alexander, B.A., M.Sc., Ed.D. (SUNY), Prof.
A.C. Coman, M.A.ord. (Edin.), M.A. hons. (Edin.), M.A., Prof.
D.L. Fraser, B.Sc. (McM.), B.Ed., M.A., Prof.
N. Kuzmich, Mus. Bac., M.A., Prof.
L.J. LaFave, B.Ed. (Ill.St.Coll.), M.B.A. (Roosevelt), Prof.
J. W. MacDonald, B.A. (Car.), M.A., Ed.D.(Harv.)
H. L. Ridge, B.Sc. (McM.), M.A. (York), Ph.D.(Conn.) (on leave)
R.J. Shephard, M.A., Ed.D. (Hawaii), Prof.
T.J.E. Wolfe, B.S.A., M.Ed., Prof.
R.G. Burfield, B.A., B.Ed., Assoc. Prof.
J.A.M. Emerson, M.A., Assoc. Prof.
H.D. Gutteridge, M.A., Assoc. Prof.
L.R. Hill, M.A., Assoc. Prof.
B.G. Kelly, B.Sc., M.Sc., Ph.D., Assoc. Prof.
G.D. Milbrandt, B.S.Ed. (N..Ill), M.Ed. (N.Ill.), Assoc. Prof.
P.B. Robertson, B.P.H.E., B.A., M.Ed., Assoc. Prof. (on leave)
C.H. Wall, B.A., B.Ed., M.A. (York), Ph.D. (York), Assoc. Prof.
A. Gagne, B.Ed. (McGill), M.Ed. (McGill), Asst. Prof.
T. Goldstein, B.A. (Concordia), Ph.D., Asst. Prof.
R. Hrubi, Dip. Prof. Fr.l'Et (IPFE,Sorbonne), Sr. Tutor
I.M. Hundey, B.A. (Windsor), M.A. (Windsor), Sr. Tutor
C.J. Lundy, B.A. (S.G.W), Sr. Tutor
M.W. Welch, B.A.(Concordia), M.Ed.. (McG), Lecturer

Technology For Enhancing Learning Centre

R.D. Cook, B.A., M.A. (Iowa)
K.H. Veltman, B.A. (York), M.A., D.Phil. (Lon.), Lecturer

University of Toronto Schools

G.A. Fleming, B.A., M.Ed., Principal
A. Dugal, B.A., Asst. Principal
D. Aliferis, B.A., M.A. (York), B.Ed.
S. Baker, B.A., B.Ed.
O.G. Barrett, B.P.H.E., B.Ed.
C.M. Bernicchia-Freeman, B.Ed., M.A. (Nice)
T.J. Boucher, B.A. (Mich .St.), M.S.L.S. (Col.)
D.F. Boutros, B.A. (Alexandria)
E. Buchanan, B.A. (W.Ont.), M.A. (McM.), Ph.D. (McM.)
M.U. Collier, B.A. (York), M.A., B.Ed.
J. Collins, B.A. (W.Ont.)
D.T. Dingle, B.Sc., B.D. (Harv.)
E. DiSante, B.A. (McM.), B.Ed., M.A. (Paris)
M.J. Dutton, B.A. (W.Ont.), B.Ed. (W.Ont.), M.A. (W.Ont.)
J.A. Fautley, Mus., Bac., B.Ed.
M.P. Gendron, M.A.
J. Kitchen, B.A., B.Ed. (Windsor)
L. Laing Gibbard, B.Sc., B.Ed., M.Sc. (Qu.), Ph..D (Qu).
D.J. Laurenson, B.Sc. (Auck.), M.Math. (Wat.), Ph.D. (Arizona)
R. Mackle, B.A. (Car.), M.E.S. (York), B.Ed.
N.E. Maier, B.A., M.A. (Br. Col.), Ph. D.
N.T. McLean, B.A.
J.H. Mills, M.A. (Qu.), B.Ed.
P.R.W. Moore, B.A., M.A., Ph.D. (McM.)
F. Mustoe, B.Sc. (Birmi), B.Ed., M.Ed., Ph.D. (Windsor)
C.W.M. Pace, B.A. (W. Ont.), B.S.W., M.Ed.
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.Ed.
M.C. Recurt Reid, B.A. (W. Ont.), B.Ed. (W. Ont.) (on leave)
D. Straker, B.A.(Man.), M.Sc.(Man.), B.Ed.(Man.)
J. Stulac, B.P.H.E., B.A., B.Ed.
F.R. Wakelin, B.P.H.E., B.Ed.
W.G.J. Warden, B.A. (W. Ont.), M.A. (Windsor) (on leave)

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavors met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education, University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto.

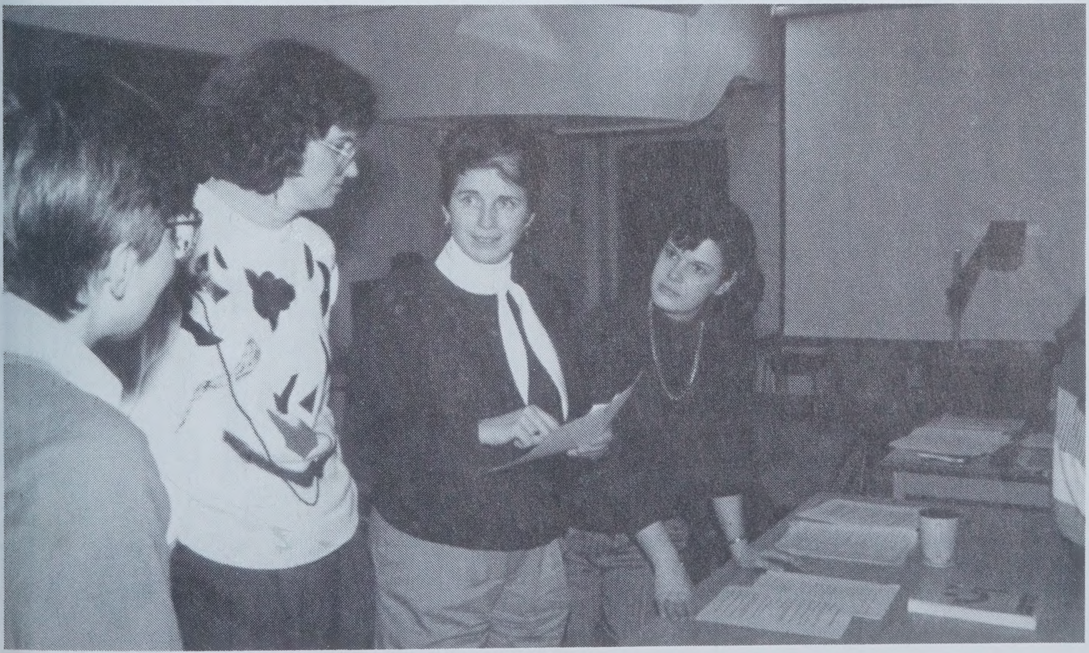
In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ministry of Education and Training for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts in Teaching (English) degree is available.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
W.A. Millar	1987 - 1988
M.G. Fullan	1988 -



Bachelor of Education Degree

Three options are offered in the one-year program:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Two options are offered:

- Child Assessment and Counselling
- Childhood Education (This area of concentration also leads to the Ontario Teacher's Certificate)

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, the Faculty of Education is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encourage from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

Admission Requirements

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department. As well, successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

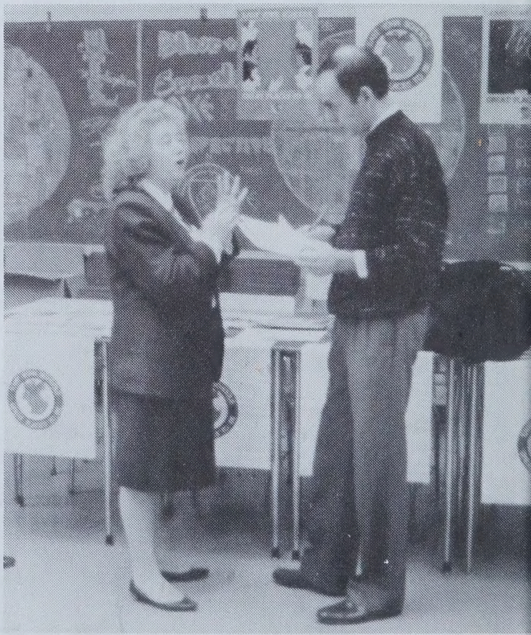
Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in elementary or secondary schools in Ontario.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admissions as the Council of the Faculty may determine.



Bachelor of Education/ Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to date of application
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- a photocopy of a certificate of change of name, where applicable
- a completed Faculty of Education Applicant Profile

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation.

Admission Requirements

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

NOTE:

- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

In addition to the regular in-faculty program, there are a variety of school-based delivery options which will be outlined to candidates upon acceptance into the Primary /Junior, Junior/Intermediate, or Intermediate/Senior program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100

Curriculum and Instruction (C & I)

Candidates must select one of the following areas of specialization:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior

The C&I component of this program is the course Primary/Junior Education EDU1420

Junior/Intermediate

The C&I comp onent of this program comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate Curriculum and Instruction course from those listed below.

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior

The C&I component of this program comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Science (General) EDU1300
Visual Arts EDU1010

Foundations

Candidates must take three Foundation courses:

The required course **Teaching: Students, Schools and Systems EDU3161**, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies.

Educational Psychology

Candidates must select one of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behavior EDU3070
Teaching - An Interpersonal Process EDU3110

Understanding Children and Youth EDU3100
Individual Research Project
(Educational Psychology) EDU3270

Educational Policy and Foundation Studies

Candidates must select one of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

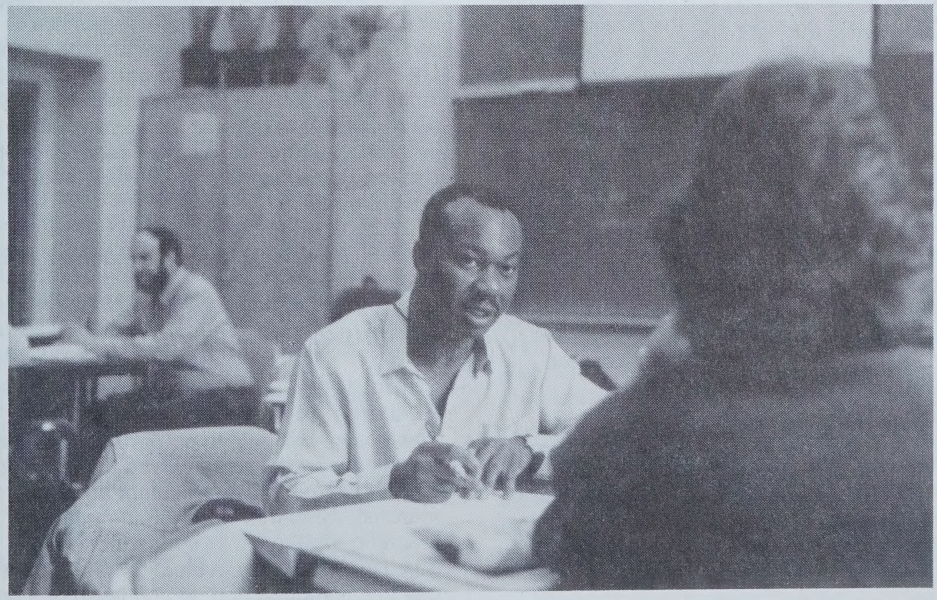
Course Descriptions

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (3 hours)

This course will address four different aspects of contemporary classrooms: classroom management, guidance practices, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidance methods and practices for the classroom teacher; the legal basis of education in Ontario; and special education, with approaches to accommodate the needs of exceptional students.



Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and, Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)

This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)

The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)

An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Classical Studies

Greek Intermediate/Senior EDU1210 (4 hours) (Not offered in 1993-94)

This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek

Latin Intermediate/Senior EDU1200 (4 hours) (Not offered in 1993-94)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures

for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Design and Technology

Design and Technology EDU1171/1170 (7 hours) (Not offered in 1993-94)

The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours)

Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)

Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours)

A series of interactive seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in economics.

English (First Language)

English Intermediate EDU1101 (2 hours)

An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU1100 (4 hours)

Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in

the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/ Senior EDU1380 (4 hours)

Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience.

Family Studies

Family Studies Intermediate EDU1161 (2 hours)

An exploration of Family Studies concepts of significance to the young adolescent in the intermediate divisions. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (4 hours)

An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (2 hours)

The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)

Opportunities are provided for student to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours) (Not offered in 1993-94)

A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in geography.

Geography Intermediate/Senior EDU1440 (4 hours)

Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and

instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours) (Not offered in 1993-94)

The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in geology.

History

History Intermediate EDU1151 (2 hours)

A series of lectures and seminars, using Ministry of Education and Training guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)

Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Individual and Society

Individual and Society Intermediate/Senior EDU1270 (4 hours)

Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Individual and Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

International Languages

German Intermediate/Senior EDU1140 (4 hours)

This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Italian Intermediate/Senior EDU1190 (4 hours)

This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Languages Program on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.

Spanish Intermediate/Senior EDU1310 (4 hours)

A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Junior/Intermediate Education

Junior/Intermediate Education EDU1450 (8 hours)

This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Mathematics

Mathematics Intermediate EDU1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (4 hours)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only one of the following: EDU1231, EDU1230, EDU1241 or EDU1240.

Music - Instrumental Intermediate EDU1231 (2 hours)

Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)

Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (2 hours)

An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)

Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (4 hours)

An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (4 hours)

The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Politics

Politics Intermediate/Senior EDU1260 (4 hours)

Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ministry of Education and Training guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in political science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)

This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science (General)

Science Intermediate EDU1301 (2 hours)

This course is designed to prepare teachers of science in the intermediate division, grades 7-10. It explores the teaching of selected units from the science guideline of the Ministry of Education and Training through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate

resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)

Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry of Education and Training science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Visual Arts

Visual Arts Intermediate EDU1011 (4 hours)

Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in visual arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (6 hours)

Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in visual arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Each Foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280

A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Authority and Freedom in School EDU3190

Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210

The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040 (Not offered in 1993-94)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Foundations of Current Educational Thought EDU3165
A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131
A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202
A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. These have shaped elementary and secondary schooling, teaching as a profession, public participation, funding, provisions for religious and ethnic diversity, and student participation including compulsory education and attendance. The course will also deal with such issues as the changing roles of teachers and students, curricular development and more general issues such as progressive education, education and employment, and changing concepts of the family and childhood and adolescence.

Program Organization EDU3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163
The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164
This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism and development and will centre around workplace characteristics and professional issues that support or constrain teachers'

development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session immediately following the completion of the final examination period.

Assignments are made in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-
  Wentworth R.C.S.S.
Metropolitan {Toronto} S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations
(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region
  Conservation Authority
University of Toronto Schools

Technological Studies/ Ontario Teacher's Certificate Programs

One-Year Program
The Faculty offers a **one-year program** to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education
The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate, with qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements
Applicants must meet the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry of Education and Training.

2. One of:
   - five years of wage-earning business or industrial experience in an approved area of technological studies (see page 25),

OR

- a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment

OR

- at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program. This wage-earing experience need not be continuous employment.

3. Proof of competence in one area of technological studies.

Technical Proficiency Examination (TPE)

Competency will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of technological studies in which certification is sought. However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of technological studies for which certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture, School of Nursing or the Ontario College of Art, showing proof of concentrated study (a minimum of 5 full courses) in the area of of technological studies for which certification is sought.

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office, Admissions Unit. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:

- official transcripts and **copies** of diplomas from secondary school, a College of Applied Arts and Technology and/or Universities where applicable

- a photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth

- a photocopy of a certificate of change of name, where applicable

- a completed Faculty of Education Applicant Profile

- a completed Technological Studies Student Information form

- documented proof of wage-earning experience

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other Provinces or Countries must be translated to Ontario equivalents by the Ministry of Education and Training.

- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training)

Spring Program (Not offered in 1993-94)
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry of Education and Training, a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate or, if he of she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

Areas of Technological Studies (Basic and Advanced Levels)

Communications
- Art (2)
- Communications Technology (4)
- Computer Electronics (2)
- Drafting Comprehensive
- Electronics (2)
- Graphic Communications (1)
- Music (2)
- Photography (2)

Construction
- Architectural Drafting and Design
- Construction Services
- Construction Technology (4)
- Electricity (1)
- Environmental Control (1)
- Plumbing (1)
- Sheet Metal (1)
- Trowel Trades (1)
- Woodworking (1)

Manufacturing
- Control Systems (2)
- Engineering Drafting and Design
- Foundry and Moulding Practice (1)
- Industrial Electrics (4)
- Manufacturing Technology (4)
- Metal Fabrication (1)
- Precision Machining (1)

Services
- Appliance Repair
- Cosmetology (1)
- Culinary Arts (3)
- Horticulture (2)
- Hospitality (2)
- Natural Resource Management (2)
- Personal Care (2)
- Services Technology (4)
- Textile Maintenance (1)
- Textiles & Clothing
- Upholstery

Transportation
- Agricultural Equipment (1)
- Aircraft (2)
- Auto Body (1)
- Automotive (1)
- Small Powered Equipment (1)
- Transportation Technology (4)

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or one Ministry of Education and Training Certificate of Qualification (C of Q), within the cluster or three Additional Basic Qualifications (ABQ's) within the cluster.

Program of Studies

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

Course Descriptions

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom ETS6100 (3 hours)

This course will introduce five significant educational concerns: guidance practices, school law in Ontario, special education, introduction to media and communication arts in modern English. Students will be introduced to: guidance methods and practices for the classroom teacher, including consultation, referrals and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; the nature of special education and approaches to accommodating the needs of exceptional students; the effective use of media in the learning environment and the examination of clear and effective expository writing.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (4 hours)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and groups assignments. Out of this practice, students will be able to synthesize a personal philosophy of technological studies education.

Curriculum Development for Technological Studies ETS1040 (4 hours)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Foundations

Design Education for Technological Studies ETS3000 (2 hours)

The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.

Introduction to Psychology for Teachers of Technological Studies ETS3050 (2 hours)

The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

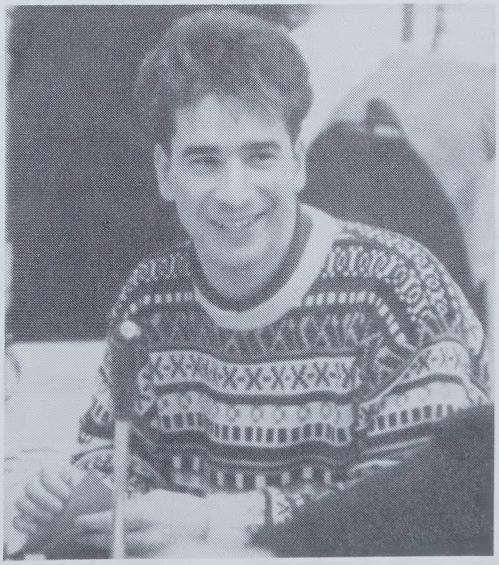
History and Philosophy of Technological Studies ETS3070 (2 hours)

A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

Practice Teaching ETS4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to do a make-up session at the end of the year.



Institute of Child Study

The Institute of Child Study is a centre of professional training in Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, and its Infant Centre serve primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this school became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Childhood Education.

Inquires concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Child Assessment and Counselling

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Childhood Education

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education, must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program

Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program

The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications forms, obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits.

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Childhood Education

On successful completion of the two-year program, students are awarded the Diploma in Child Study by the University of Toronto, and are recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education and Training. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child includes current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students work as full-time teaching interns during one semester, at the laboratory school or at other selected elementary schools.

First Year

Studying the Child in Educational
Settings ICS1001
Children, Classrooms and Teaching ICS2120
Curriculum Design and Implementation ICS2122
Teaching Practicum I (half course) ICS2124
Teaching Practicum II (half course) ICS2125

Two half-course electives: See Electives List on next page. One of these must be a core elective (ICS1002, 1003 or 1004). Students with no previous university course work in child development are required to take ICS1002.

Second Year

Socialization, Social Development, and Family
Life ICS2210
Designing Educational Programs
(half course) ICS2230
Advanced Teaching Practicum ICS2231
Advanced Teaching Practicum Seminar
(half course) ICS2232

Four half-course electives or equivalent: See Electives List on next page. One of these must be a curriculum elective (ICS4070, 4074 or 4078)

Child Assessment and Counselling

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. An internship placement of two days per week in a school or clinical setting is required in the second year to permit practice of the theories and techniques studied.

First Year

Studying the Child in Educational
Settings ICS1001
Teaching Practicum I (half course) ICS2124
Children, Assessment and Counselling
(half course) ICS3120
Assessment of Children's Intellectual
Functioning ICS3140
Assessment of Children's Social and Emotional
Functioning (half course) ICS3141
Introduction to Facilitative Interviewing
(half course) ICS3144
Theories of Counselling (half course) ICS3147

One half-course core elective: (ICS1002, 1003 or 1004) See Electives List on next page. Students with no previous course work in child development are required to take ICS1002.

Second Year

Principles of Child Management
(half course) ICS3250
Selected Topics in Clinical Practice
(half course) ICS3251
Counselling Individuals and Families
(half course) ICS3252
Practicum in Assessment and Counselling
ICS3255
Seminar in Assessment and Counselling
(half course) ICS3256
Family Systems (half course) ICS3257

Three half-course electives or equivalent: See Electives List on next page.

Electives List

Child Development (half course) ICS1002
Issues in Child Development (half course) ICS1003
Development in Infancy (half course) ICS1004
Exceptional Children (half course) ICS1011
Children's Theory of Mind (half course) ICS4050
Neuropsychological Assessment Techniques (half course) ICS4051
Seminar and Practicum in Infant Assessment (half course) ICS4061
Independent Study ICS4062
Independent Study (half course) ICS4063
Independent Study (half course) ICS4064
Teaching Exceptional Children ICS4070
The Psychology and Pedagogy of Reading (half course) ICS4074
Play, a Medium for Learning (half course) ICS4078
Special Topics in Child Study (half course) ICS4081
Special Topics in Child Study (half course) ICS4082
Rorschach Analysis (half course) ICS4256
Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Multiculturalism (half course) ICS4282
OISE courses (with permission of advisor)

Details of Courses

Studying the Child in Educational Settings ICS1001

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of the children in diverse educational settings. The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Child Development (half course) ICS1002

An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Issues in Child Development (half course) ICS1003

This course examines particular theoretical and practical issues in child development. The aim of the course is to acquaint students with a variety of issues so they will come to see that theorizing and research are important and relevant to social issues and practical questions of child development.

Development in Infancy (half course) ICS1004

An examination of conditions during the prenatal and infant period of development that will have an impact on later development.

Exceptional Children (half course) ICS1011

A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Children, Classrooms and Teaching ICS2120

An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Curriculum Design and Implementation ICS2122

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum I (half course) ICS2124

Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings.

Teaching Practicum II (half course) ICS2125
Advanced supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

Socialization, Social Development, and Family Life ICS2210
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Designing Educational Programs (half course) ICS2230
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Advanced Teaching Practicum ICS2231
Second year Childhood Education students carry out an internship for an entire term in one setting (which may be preschool through grade six) in which they consolidate teaching skills under the supportive supervision of a mentor teacher.

Advanced Teaching Practicum Seminar (half course) ICS2232
This seminar will provide for discussion of topics and issues which emerge in student internships. (Must be taken in conjunction with ICS2231)

Children, Assessment and Counselling (half course) ICS3120
Through a consultation model, a variety of assessment and counselling methods are examined for use with children, from infancy to grade six. Facilitating the team process among consultants, teachers, parents and other support personnel is emphasized. The process of consultation is explored in relation to the principles of child development, and with an awareness of the child's learning contexts.

Assessment of Children's Intellectual Functioning ICS3140
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

Assessment of Children's Social and Emotional Functioning (half course) ICS3141
An introduction to the theories and methods of assessing social and emotional functioning.

Introduction to Facilitative Interviewing (half course) ICS3144
The aim of this course is to help students learn basic interviewing skills. Through assigned readings, videotape analysis of interviews and role play, students learn how to interview parents, teachers and children about child related problems.

Theories of Counselling (half course) ICS3147
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

Principles of Child Management (half course) ICS3250
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Selected Topics in Clinical Practice (half course) ICS3251
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; play therapy; art therapy; team approaches to sexual abuse; serving individuals with AIDS; addictions and the recovery process.

Counselling Individuals and Families (half course) ICS3252

A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

Practicum in Assessment and Counselling ICS3255

Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements.

Seminar in Assessment and Counselling (half course) ICS3256

This seminar will provide for discussion of topics and issues which emerge in the Practicum (Must be taken in conjunction with ICS3255)

Family Systems (half course) ICS3257

The aim of this course is to understand children's behavior in the context of their family. Basic family therapy techniques for intervening with troubled families are reviewed.

Children's Theory of Mind (half course) ICS4050

A course designed to introduce students to a new area of developmental research. This area concerns children's understanding of themselves and other people as psychological beings.

Neuropsychological Assessment Techniques (half course) ICS4051

A survey of techniques and research in the neuropsychological assessment of children. The Halstead-Reitan Neuropsychological Test Battery will be considered in detail. Illustrations will be made via case material.

Seminar and Practicum in Infant Assessment (half course) ICS4061

A course designed to acquaint students with recent research and practice in infant assessment. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will be introduced to the use of the Bayley Scales of Infant Development and will survey a variety of other types of infant tests.

Prerequisite: ICS1004 (half course) or equivalent.

Independent Study ICS4062

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS4063/ICS4064

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS4070

This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario Ministry of Education and Training requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

The Psychology and Pedagogy of Reading (half course) ICS4074

This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read; and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich

practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Play, a Medium for Learning (half course) ICS4078
An exploration of the role of "play" in the development and education of children, with an emphasis on the observation, analysis and interpretation of play activity. Topics will include the contribution of play to literacy, numeracy, basic thinking skills and problem solving, as well as to social competence and mental health.

Special Topics in Child Study (half course) ICS4081/ICS4082
A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Rorschach Analysis (half course) ICS4256
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Taking the issue of "children's rights" as a starting point, this course will include topics on legislation affecting professionals who work with children: ethical issues such as confidentiality and informed consent; the relationship between ethical and legal responsibilities; the roles and responsibilities of professional organizations; and professional competence.

Multiculturalism (half course) ICS4282
Deals with issues in consulting, assessing, and educating children in a multicultural society. Particular attention is given to child assessment and school-age curriculum in multicultural perspective.

Continuing Education Program for Teachers

Additional Qualification Courses for Teachers who hold an Ontario Teacher's Certificate
The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of courses:

- Divisional
- One-session
- Three-session
- Honour Specialist
- Technological Studies
- Honour Technological Studies Specialist

These courses are offered in the summer session and winter evening session, depending on resources and demand.

Applications
Registrar's Office, Continuing Education Unit, Room 132C, Faculty of Education (978-5988)

Divisional Qualifications
These courses are offered to holders of an approved university degree and an Ontario Teacher's Certificate (O.T.C.) or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Primary
- Junior
- Intermediate
- Senior

One-Session Qualifications
These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Adult Education
- Associate Teacher
- Childhood Education
- Law
- Teaching Writing

Three-Session Qualifications
These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Part III. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications. (See list on next page.)

- Business Studies - Accounting
- Business Studies - Data Processing
- Business Studies - Entrepreneurship Studies
- Business Studies - Information Management
- Business Studies - Marketing and Merchandising
- Computer Studies - Computer Science
- Computers in the Classroom
- Co-operative Education
- Dance
- Design and Technology
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Intermediate Education
- Junior Education
- Librarianship
- Mathematics (P & J)
- Media
- Multiculturalism in Education
- Music - Instrumental
- Music - Vocal (P/J)
- Music - Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Science (P & J)
- Special Education
- Visual Arts

Honour Specialist Qualifications

These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification. One of the two years taught must have been in Ontario.

- Biology
- Business Studies
- Chemistry
- Computer Science
- Contemporary Studies
- Dance
- Dramatic Arts
- English (first language)
- Environmental Science
- Family Studies
- French (second language)
- Geography
- Geology
- History
- International Languages
- Mathematics
- Music
- Physical and Health Education
- Physics
- Science
- Visual Arts

Additional Qualifications in Technological Studies

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

Basic Level Technological Studies

a) For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area * at the basic level (see next page). Such applicants do not require wage-earning experience in the additional area.

b) For applicants who have the O.T.C. without qualifications in technological studies but with one of:

- five years of wage-earning business or industrial experience in an approved area of technological studies,

OR

- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

OR

- at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program. This wage-earning experience need not be continuous employment.*

NOTE: In subject areas where classes are not offered, a basic qualification may be obtained in the winter session through the Individual Study Program.

* Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Areas of Technological Studies

Basic Level	Advanced Level
Communications	**Communications**
Art	Art[2]
Communications Technology	Communications Technology[4]
Computer Electronics	Computer Electronics[2]
Drafting	Drafting
Comprehensive Electronics	Comprehensive Electronics[2]
Graphic Communications	Graphic Communications[1]
Music	Music[2]
Photography	Photography[2]

Basic Level	Advanced Level
Construction	**Construction**
Architectural Drafting and Design	Architectural Drafting and Design
Construction Services	Construction Services
Construction Technology	Construction Technology[4]
Electricity	Electricity[1]
Environmental Control	Environmental Control[1]
Plumbing	Plumbing[1]
Sheet Metal	Sheet Metal[1]
Trowel Trades	Trowel Trades[1]
Woodworking	Woodworking[1]

Basic Level	Advanced Level
Manufacturing	**Manufacturing**
Control Systems	Control Systems[2]
Engineering Drafting and Design	Engineering Drafting and Design
Foundry and Moulding Practice	Foundry and Moulding Practice[1]
Industrial Electrics	Industrial Electrics[4]
Manufacturing Technology	Manufacturing Technology[4]
Metal Fabrication	Metal Fabrication[1]
Precision Machining	Precision Machining[1]

Basic Level	Advanced Level
Services	**Services**
Appliance Repair	Appliance Repair
Cosmetology	Cosmetology[1]
Culinary Arts	Culinary Arts[3]
Horticulture	Horticulture[2]
Hospitality	Hospitality[2]
Natural Resource Management	Natural Resource Management[2]
Personal Care	Personal Care[2]
Services Technology	Services Technology[4]
Textile Maintenance	Textile Maintenance[1]
Textiles & Clothing	Textiles & Clothing
Upholstery	Upholstery

Basic Level	Advanced Level
Transportation	**Transportation**
Agricultural Equipment	Agricultural Equipment[1]
Aircraft	Aircraft[2]
Auto Body	Auto Body[1]
Automotive	Automotive[1]
Small Powered Equipment	Small Powered Equipment[1]
Transportation Technology	Transportation Technology[4]

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or one Ministry of Education and Training Certificate of Qualification (C of Q), within the cluster or three Additional Basic Qualifications (ABQ's) within the cluster.

Advanced Level Technological Studies

For applicants with O.T.C. qualifications in technological studies who produce evidence of:

a) twelve months of business or industrial experience in the area of the qualification.

OR

b) academic experience that the Minister considers equivalent to twelve months of business or industrial experience in the area of the qualification

OR

c) a combination of academic, business and industrial experience that the Minister considers equivalent to twelve months of business or industrial experience in the area of the qualification

AND

d) provide the additional requirements for the Additional Qualification advanced level as indicated on the previous page of this Calendar

Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have:

a) Entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least:

- three** of the areas of technological studies subjects listed on the previous page including at least one at both the basic and the advanced levels,

  OR

- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Design and Technology, Media, Multiculturalism in Education, Special Education, or Visual Arts.

b) Two years of successful teaching experience in technological studies, one year of which must be in Ontario

c) One year of full-time post-secondary education or equivalent

NOTE:

** One of these may be Design and Technology, Part I or Computer Studies - Computer Technology.

The primary aim of the Master of Arts in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specialization is currently available in English.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses
- one special course in educational aspects of the core discipline.
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries Regarding the Specialization in English

Associate Dean (Academic) (416) 978-2909

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto, M5S 1A1

The Joint Centre for Teacher Development is a body representing the Ontario Institute for Studies in Education (OISE) and the University of Toronto. The centre was created to foster cooperative endeavors in the area of teacher development among OISE, The Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre coordinates graduate programs, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

- Teaching is a reflective, inquiry-oriented activity.
- For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own profession.
- Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.
- Individual and school improvement are interconnected.
- The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement **of** and **in** practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquires.

Participating faculty come from the Faculty of Education, University of Toronto and OISE. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and storytelling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. Students who wish to specialize in teacher development should apply through the Department of Curriculum at OISE, indicating clearly in their covering letter and on the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chair of that department.

Inquiries

Centre Director, Michael Connelly, (416) 923-6641, Ext. 2630, or the Associate Director, Dennis Thiessen, (416) 978-2909.

Applications

Ontario Institute for Studies in Education,
252 Bloor Street West, Toronto, Ontario,
M5S-1V6, (416) 923-6641

Faculty and University Regulations

NOTE: Grading Practices Policies for the Continuing Education Program and the Institute of Child Study are printed in the program brochures specific to each of those programs and are also available from the Registrar's Office.

Grading Practices Policy
Bachelor of Education and Diploma in Technical Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

    i) a list of all assignments, with due dates;
    ii) the weighting factor or percentage allotment for each course requirement;
    iii) a statement on the procedure used to determine final grades;
    iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.

2. An interim performance evaluation for each practice teaching session with feedback to the student.

3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Students will be evaluated on all four parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, and the compulsory course - The Contemporary Classroom.

2. Grades in the Curriculum and Instruction subjects and Foundations will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, FX.

    Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade as a No Credit (NCR).

    Grades in the Contemporary Classroom will be reported as a Credit (CR) or No Credit (NCR).

3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Faculty of Education

University of Toronto

August 19, 1993

TO: All B.Ed. and D.T.E./O.T.C. Students

FROM: Eucline C. Alleyne, Registrar

RE: 1993/94 Calendar

Please note the following correction to the 1993/94 Calendar. The Grading Practices Policy, Bachelor of Education and Diploma in Technical Education Programs, Page 40, item 4. ii) should read:

" a minimum of a **D**– grade in each course in:
- Curriculum and Instruction
- Foundations"

Eucline C. Alleyne

ECA/cl
cal8/93

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
C+		67 - 69%	68%
C	Adequate	63 - 66%	65%
C-		60 - 62%	61%
D+		57 - 59%	58%
D	Marginal	53 - 56%	55%
D-		50 - 52%	51%
FX	Inadequate	00 - 49%	25%

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/ No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must attain:

   i) a minimum of a C average in each of the following components of the program:
   - Curriculum and Instruction*
   - Foundations

   ii) a minimum of a D grade in each course in:
   - Curriculum and Instruction
   - Foundations

   iii) a Credit (CR) in:
   - Practice Teaching**
   - The Contemporary Classroom

* For Junior/Intermediate students, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/ Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must receive a Pass in each scheduled practice teaching session (includes all appraisals). A student who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching immediately following the completion of the final examination period, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A student who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate.

D. Supplemental Privileges

1 Supplemental privileges granted in D.2 and D.3 below are limited to a combined total of two courses of which only one may be a Curriculum and Instruction course.

2. A student may be granted supplemental privileges in a course in which an FX has been received, or in the Contemporary Classroom, NCR. There are no supplemental privileges for a final grade of NCR in the Practice Teaching component of the program.

3. A student who receives a final grade of C-, D+, D or D- in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the grade has reduced the average in the component to less than a C.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Council of the Faculty.

E. Student Access to Examination Papers

1. Copies of final examination papers for the preceding five academic years are available in the Faculty Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Academic). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A student may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's Faculty record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Academic), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Academic), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Academic), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University Grading Practices Policy is available in the Registrar's Office.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

5. The student, the instructor or the Chair of the Department may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students must comply with the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Co-ordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Co-ordinator a written statement detailing the

grounds of the appeal. The Practice Teaching Co-ordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Co-ordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Co-ordinator, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Co-ordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Co-ordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

4. The student, the associate teacher or the Practice Teaching Co-ordinator may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ministry of Education and Training teaching certificates.
  Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee (see page 52). Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of the Faculty. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.
- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:

- the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
- degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5. Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. **The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students**

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in the faculty of Education, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behavior on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behavior is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

1. It shall be an offence for a student intentionally:

a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own, any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member intentionally:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by other than duly established and published criteria.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike intentionally:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to cause by action, threat or otherwise in a classroom, laboratory or examination room, a disturbance, which the member knows or ought reasonably to know, obstructs the teaching of a course or the holding of a test or examination.

4. The following are offences to the extent that they relate to the teaching and learning relationship. It shall be an offence for a faculty member and student alike intentionally:

a) to remove or copy or alter stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system or its peripheral communications devices without proper authorization; or to mutilate, misplace, misfile, install or render inoperable any such information, program, system or device, or in any other way to deprive immediately or at some point in the future without authorization another member or members from using or having access to any such resource;

b) to use in a substantial way any information storage, processor or retrieval facility such as a library, computer, telephone, network or telecommunications system, or facsimile or photocopying equipment, or similar equipment, for any other purpose than that for which privileges of use or access have been granted;

c) to access any University computer, library, or other information storage, processing or retrieval system or any personal academic file without proper authorization.

5. A graduate of the University may be charged with any of the above offences committed intentionally while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who intentionally:

  i) actually commits it;
  ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
  iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
  iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
  v) abets, counsels, procures or conspires with any other person who, if that person were a member,would have committed or have been a party to an offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter.

Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1.)

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is going to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or

sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the above and not involving the submission of academic work, such as those concerning forgery or uttering, library or computer material or library or computer resources, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may handle the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an offence:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   e) denial of privileges to use any facility of the University, including library and computer facilities;
   f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
   g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
   h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   e) denial of privileges to use any facility of the University, including library and computer facilities;
   f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record permanently this sanction. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
   ii) cancellation of academic standing or academic credits obtained by any former student

who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The jury shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the jury considers appropriate.

3. The Tribunal may, if it considers appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Student Fees	$
Academic fee	
Domestic Students	1,895.00
Foreign Students	11,639.00
Campus services	
Domestic Students	195.65
Foreign Students	195.65
Student society fees	
Domestic Students	94.72
Foreign Students	94.72
Total fee payable	
Domestic Students	2,185.37
Foreign Students	11,929.37
Minimum first payment	
Domestic Students	1,427.00
Foreign Students	7,273.00
Part-time Student Fees	
Academic fee per course	
Domestic Students	379.00
Foreign Students	2,328.00
+Campus services	
Domestic Students	58.85
Foreign Students	58.85
+Student society fees	
Domestic Students	11.00
Foreign Students	11.00

+ Payable once per session

NOTE:

1. At least the first instalment of fees must be paid before a student card will be issued.

2. Commencing September 15, all outstanding balances, regardless of source of payment, are subject to a service charge of 1.5% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

4. Foreign Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 29, in the first term and January 31 in the second term. Refer to the Fees Schedule for full details.

Administrative User Fees	$
Application fee	60.00
Late registration fee (plus $5.00 per day)	43.00
Re-registration	24.00
Re-instatement	60.00
Official transcripts	6.00
Copy of record	13.00
Duplicate tax receipts	3.00
Letters/Forms of Confirmation	6.00
Advanced Standing Evaluations	57.00
Supplemental examinations (per course)	30.00
Replacement of student card without photo	3.00
Replacement of calendar	4.00
Calendar for persons not registered in the Faculty	4.00
Petition to re-read examination *	13.00
Petition to recalculate grade *	13.00

* (refundable if the grade is changed in the student's favour)

Library Fees and Fines	$
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Lost audiovisual item	Replacement cost plus processing fee
Damaged item	25.00
Overdue fines	
Regular loans (per day, per item)	.50
Reserve/Library use items (per hour, per item)	.50
Short-term loans beyond 24 hours (per day, per item)	7.50
Recall (per day, per item)	2.00

Government Financial Aid

Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enroled in full-time studies.

Application forms and information concerning the eligibility and assessment criteria may be obtained from Admissions and Awards, 214 College Street, University of Toronto, (978-7950).

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

Ontario Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Priority is given to Ontario residents in receipt of OSAP assistance. Information and applications are available at Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation.

Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a Faculty of Education who are prospective members of FWTAO (P/J division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the total of the annual income will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education and Training certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefitting children in the Institute Laboratory School. The application deadline is September 30.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

The Award will be made by the Faculty Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000 to the value of the annual income.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. One or two awards, to a total of the annual income, will be granted to graduates of the University of Toronto Bachelor of Education program who are continuing in the Ministry of Education and Training additional qualification courses in Guidance at the University of Toronto in the summer session immediately following the applicants' graduation from the Bachelor of Education program. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in the Faculty of Education in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

The scholarship will be awarded by the Faculty Awards Committee to the person admitted to the Intermediate/Senior division in the Faculty of Education, Bachelor of Education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1, from persons admitted for the following academic year to the Intermediate/Senior division of the Bachelor of Education Program who have selected Science and Environmental

Science as their teaching subjects and who apply for the award. The application deadline is July 1.

R. D. Phillips Memorial Loan Fund
This loan was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R. D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technological Studies Program who demonstrate financial need. Applications should be made to the Awards Committee of the Faculty.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto. One or more awards to a total of the annual income of the endowment will be granted by the Faculty Awards Committee to a person or persons admitted to the Faculty of Education, Bachelor of Education Program in the Primary/Junior Division who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the Faculty Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior Division, Bachelor of Education Program and who apply for the award. The application deadline is July 1st.

Percy H. Taçon Memorial Bursary
This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the Awards Committee of the Faculty by November 1.

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour
This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour
This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour
The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/ Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty
This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Faculty.

Faculty of Education Commendation
This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year of the teacher education program.

Institute of Child Study Honours List
Diploma in Child Study students who graduate with an A in each academic course and CR in each practicum course are described as graduates "With Honours".

Arnolds Balins Award
A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Mark A. R. M. Crowe Memorial Award
This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This scholarship, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History/Politics program who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income.

James W. Fair Award in Elementary Education
This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study. The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of the Faculty, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship
Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence
The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Faculty's teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award
This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R. J. McMaster Award
This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education
Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Council of the Faculty of Education, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

P. A. Petrie Huron County Scholarship
This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award
This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974. The award, in the amount of the annual interest on the endowment, will be made annually to the student in the Faculty's teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the Program of the Faculty of Education.

A. P. Seggie Memorial Award
The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a

memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)
This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Award Winners 1991-92

Primary/Junior Award of Honour
Catherine Mary Griffiths

Junior/Intermediate Award of Honour
Margarida Maria Soares Caetano

Intermediate/Senior Award of Honour
Gabriella E. Sangiorgio

Award for Outstanding Contribution to the Life of the Faculty
William Frederick Peter Bischoff

A.P. Seggie Memorial Award
Susan Eleanor Lehane

Alexander Pringle Seggie Award
Sean Gacich

James W. Fair Award in Elementary Education
Milan Macesic

Arnolds Balins Award
Lisa Maie Martinello

Mark A.R.M. Crowe Award
Seth David Klein

Jeffrey Drdul Memorial Award in Special Education
Fatima Maria Amaral Maiato-Hauer
Michelle Darlene Tkach

Leighton McCarthy Memorial Scholarship
Mira Morgan Bransby-Williams
Giuseppe Di Franco

R.J. McMaster Award
Yves Daniel Troendlé

O.E.C.T.A. Award of Excellence
Ricky Valentino Gori
Sarah Elizabeth Isherwood
Peter James Turano

William Pakenham Fellowship in Education
Christine Ruth Churchill
June Pauline Rogers

P.A. Petrie Huron County Scholarship
Anthony Manuel Silva

R. Darrel Phillips Award
William Brent Seres

Don Wright Scholarship in Vocal Music
Mary-Anne Kosa

Don Wright Scholarship in Music Education
Lawrence Fred Sereda

Faculty of Education Commendation
Rosetta Corigliano
Normandina Sousa Da Silva
Timothy Jude Flynn
Maria Grazia Giampa
Michael Ernest Kerr
Rose Marie Anne Levy

Employment Preparation Conference Committee
Students of Al Downs' Primary/Junior/Intermediate Art Classes
Primary/Junior/Intermediate Option 4 Students

Award Winners 1992-93

Primary/Junior Award of Honour
Martha Elizabeth Boyce

Junior/Intermediate Award of Honour
Glenda Sue Longley

Intermediate/Senior Award of Honour
Heidi Rosemary Bohaker

Award for Outstanding Contribution to the Life of the Faculty
Tinos Constantine Barkas

A.P. Seggie Memorial Award
Paulette Dawn Williams

Alexander Pringle Seggie Award
Jane Charlotte Dewar

James W. Fair Award in Elementary Education
Anthony Nicola Arcadi

Arnolds Balins Award
Angela Bianco

Mark A.R.M. Crowe Award
Derek Bruce Logan

Jeffrey Drdul Memorial Award in Special Education
Martina Karen Berger
Jennifer Lynn McArton
Adelgisa Dora Melillo
Nicholas Patrick Rowe
Mervi Maarit Salo

Leighton McCarthy Memorial Scholarship
Robin Marie Sundstrom
Janine Marion Barovier

R.J. McMaster Award
Robert Bruce McClure

O.E.C.T.A. Award of Excellence
Piero C. Donatelli
Marko Bulat
Jennifer Casa

William Pakenham Fellowship in Education
Gary Jess Hoeg
Lesley Elizabeth Mason

Morgan Parmenter Award in Guidance
Ricardo Lawrence Man Son Hing
James John Watt

Dr. R.L. Peterson Memorial Entrance Award in Science and Environmental Science
Donna Barbara Jasinski

P.A. Petrie Huron County Scholarship
Pixy Vohra

R. Darrel Phillips Award
Craig Thomas Walsh

Don Wright Scholarship in Vocal Music
Patricia Jane Harton-McCord
Rosemary Francis Kimberley

Don Wright Scholarship in Music Education
Alan Hubert Torok

Faculty of Education Commendation
Sheilariza Almaria
Lisa Marie Baker
Suzanne Elizabeth Branton
Robert Bruno Daminato
Catherine Gajarszky
Arthur Garofalo
Grant Groves
Sheila Majid
Adams George Mallia
Zorica Stevenovic
Douglas Stewart White

Men's Contact Hockey Team
Primary/Junior Option 1 Students
Future Teachers Club
Employment Preparation Conference Committee
Technological Studies Class B
Woman's A Basketball Team
Inter Faculty Mixed Games Champions

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, and computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library

The Library supports the Faculty's various programs by providing a wide range of services and materials to its students. In addition to circulation services, the Library offers reference assistance to aid students in locating information for their courses and for practice teaching. The Library's collections are contained in two areas, the Information Resource Centre and the Media Resource Centre.

The Information Resource Centre houses the Library's print resources. This collection includes books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, and special education. Ministry of Education and Training documents include commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry of Education and Training guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools. The Information Resource Centre also offers access to CD-ROM computer periodical searching.

The Media Resource Centre holds an extensive audiovisual collection of video-tapes, films, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software which is available to students for use both at the Faculty and in their practice teaching assignments. Equipment is located in the Centre for previewing these materials. Audiovisual equipment is also available for loan. The Media Resource Centre provides facilities for video editing, slide, videotape and audiotape duplication, and video/audio format transfers.

Faculty of Education, Technology for Enhancing Learning (TEL) Centre

A co-operative venture between FEUT and TVOntario, the TEL Centre seeks to promote the appropriate use of technology, particularly television and computers, in all aspects of FEUT activity. The Centre offers a number of direct services to students, and can put students in touch with other FEUT or University resources to meet their technological needs. Some of these include:

- access to a variety of computers which support wordprocessing, database, spreadsheet and instructional applications.
- workshops on topics ranging from operating the technology to incorporating student use of television and computers into lesson plans.
- access to a variety of multimedia production and viewing resources which support interactive video, telecommunications and computer graphics.

More information on how the TEL Centre and its staff can enhance effectiveness as a student and future teacher can be obtained from the TEL Centre, Room 343 of the Faculty.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460). Through their Union, the students have representatives on the Council of the Faculty, its committees and the Faculty's Alumni Association. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 24 and 129 in co-operation with the Student Union, organizes all student events and activities. Individual student counselling is also available through this department in Room 129 (978-8157)

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Student Services

Information on all major student services and facilities is provided in the handbook, **'Blue Pages'**. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service

The University of Toronto Housing Service on the St. George campus maintains lists of off-campus housing consisting of rooms, apartments and houses. Cost of a shared room in a house or apartment will average $300-$350. Bachelor, one, two and three bedroom apartments range from $400-$500, $550-$700 and $750-$900, respectively. Lists of residences together with address and phone number, cost and eligibility criteria can also be sent to students on request. On average, with meals, residence will cost approximately $5,600 for the eight-month, academic session. Residences providing cooking facilities but no meal plan will cost approximately $2,800. Unfurnished university apartments are available for full-time students but priority is given to couples, couples with children and single parents. Applications for these units should be obtained from the University of Toronto Housing Service and submitted twelve to sixteen months before the required date of occupancy depending on the type of accommodation requested.

Contact the Housing Service at: The Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 1R2. Telephone (416) 978-8045. FAX (416) 978-1616.

Aboriginal Student Housing

The Aboriginal Health Professions Program at the University of Toronto is pleased to offer private accommodation to the aboriginal students attending the University in full-time undergraduate or graduate programs in any of the University's faculties. There are six single, furnished rooms available from September to May in a detached home within walking distance of the University. Students interested in this type of accommodation are requested to apply by letter to: The Aboriginal Health Professions Program, University of Toronto, 150 College Street, Toronto, Ontario, M5S 1A1.

Career Counselling and Placement

The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Special Services to Persons with a Disability

Special Services offers liaison with academic and administrative departments and off-campus agencies. The service provides advocacy and support for students with a wide range of hidden and obvious disabilities and health considerations, and incorporates a learning disability division. Facilities include provision of adaptive devices and equipment, tutoring, notetaking and alternative exam conditions for those eligible, on-campus transportation where appropriate, access to computer labs, and personal and career counselling. The objective of the service is to facilitate the inclusion of students with special needs into all aspects of university life. Students are encouraged to discuss their individual needs with a member of the Special Services staff, and all discussions are confidential. Special Services also provides information and resource material on health conditions, and disability related issues.

The office is located in the Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 2Z9. Liaison officers are available at Scarborough and Erindale Colleges. For more information please call: (416) 978-8060, (416) 978-1902 (T.D.D.) or (416) 978-8246 (FAX).

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

Erindale College

Exceptionality in Human Learning
A three or four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

Scarborough College

Cognitive Science
A four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

The Early Teacher Project
A four year undergraduate degree program in the Physical Sciences leading to admission to the Faculty of Education B. Ed. degree (for grades 7 to 12).

FACULTY OF MUSIC

Music Education
A four year undergraduate degree program in music education recommended for music applicants to the Faculty of Education B. Ed. degree program.

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

Physical and Health Education
A four year undergraduate degree program recommended for physical and health education applicants to the Faculty of Education B. Ed. degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language
A program of interest to applicants for teacher education and to those who wish to teach in this particular field of education.

SCHOOL OF GRADUATE STUDIES

Ontario Institute for Studies in Education (O.I.S.E.)
Graduate degrees in education at the masters and doctoral levels granted through the University of Toronto. These degrees do not carry Ontario teacher certification but may assist those applying to the Faculty of Education B. Ed. degree program. They are also of interest to persons holding teacher certification.

Degrees Offered by the University 1993-94

Undergraduate Degrees	Faculty/School
Bachelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
Bachelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
Bachelor of Arts (B.A.)	Arts & Science
Bachelor of Arts (Hon. B.A.)	Arts & Science
Bachelor of Commerce (B.Com.)	Arts & Science
Bachelor of Science in Dentistry (B.Sc.D.)	Dentistry
Bachelor of Education (B.Ed.)	Education
Bachelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
Bachelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
Bachelor of Science (B.Sc.)	Arts & Science
Bachelor of Science (Hon. B.Sc.)	Arts & Science
Bachelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
Bachelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
Bachelor of Science (Biomedical Communications) (B.Sc.BMC)	Medicine
Bachelor of Science in Forestry (B.Sc.F.)	Forestry
Bachelor of Laws (LL.B.)	Law
Bachelor of Music (Mus. Bac.)	Music
Bachelor of Music in Performance (Mus. Bac. Perf.)	Music
Bachelor of Science in Nursing (B.Sc.N.)	Nursing
Bachelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
Doctor of Dental Surgery (D.D.S.)	Dentistry
Doctor of Medicine (M.D.)	Medicine
Doctor of Pharmacy (Pharm.D.)	Pharmacy

Graduate Degrees:

The School of Graduate Studies is responsible for all graduate studies and for developing and implementing appropriate regulations and operating procedures. Each student is enrolled in one of the graduate departments/ centres/institutes which offer graduate study and in the case of combined programs, one of the faculties.

Degree	Department/Centre/ Institute
Master of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering Geology
Master of Engineering (M.Eng.)	Departments in Applied Science & Engineering
Master of Arts (M.A.)	Departments in Arts and Science Comparative Literature Program Criminology Education (O.I.S.E.) History and Philosophy of Science and Technology Medieval Studies Music Russian and East European Studies South Asian Studies
Master of Arts in Teaching (M.A.(T))	Education

Degrees Offered by the University 1993-94

Master of Business Administration (M.B.A.)	Management
Master of Business Admin. &Bachelor of Laws (M.B.A./LL.B.)	Management/Law
Master of Education (M.Ed.)	Education (O.I.S.E.)
Master of Health Science (M.H.Sc.)	Biomedical Engineering
	Clinical Biochemistry
	Community Health
	Speech Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Library Science (M.L.S.)	Library and Information Science
Master of Information Science (M.I.S)	Library and Information Science
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Medical Science
	Dentistry
	Nursing Science
	Pharmacy
Master of Science in Forestry (M.Sc.F.)	Forestry
Bachelor of Sci. in Nursing & Master of Sci. (B.Sc.N./M.Sc.)	Nursing Science
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Master of Social Work & Bachelor of Laws (M.S.W./LL.B.)	Social Work/Law
Master of Philosophy (Phl.M.)	Departments in Arts & Science
	Drama
Doctor of Education (Ed.D.)	Education (O.I.S.E.)
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Education (O.I.S.E.)
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Library & Information Science
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work
Doctor of Philosophy and Doctor of Dentistry (Ph.D./D.D.S.)	An appropriate department/ Dentistry (Faculty of)
Doctor of Philosophy and Bachelor of Laws (Ph.D./L.L.B.)	Philosophy/Law (Faculty of)
Doctor of Philosophy and Doctor of Medicine (Ph.D./M.D.)	An appropriate department/ Medicine (Faculty of)

Undergraduate Certificate/Diploma Programmes	Faculty/Department/ Centre/Institute
Diploma in Technological Education	Education
Certificate in Business	Woodsworth
Certificate in Criminology	Woodsworth
Certificate in Law Enforcement & Administration	Woodsworth
Certificate in Personnel & Industrial Relations	Woodsworth
Certificate in Teaching English as a Second Language	Woodsworth
Artist Diploma	Music
Licentiate Diploma	Music

Graduate Certificates/Diploma Programmes	Faculty/Department/ Centre/Institute
Diploma in Dental Anaesthesia	Dentistry
Diploma in Dental Public Health	Dentistry
Diploma in Oral Pathology	Dentistry
Diploma in Oral Radiology	Dentistry
Diploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
Diploma in Orthodontics	Dentistry
Diploma in Paediatric Dentistry	Dentistry
Diploma in Periodontics	Dentistry
Diploma in Prosthodontics	Dentistry
Diploma in Child Study	Education
Diploma in Resource Management	Forestry
Diploma in Anaesthesia	Medicine
Diploma in Child Psychiatry	Medicine
Diploma in Clinical Chemistry	Medicine
Certificate in Teaching of Occupational Therapy	Medicine
Diploma in Opthalmic Science	Medicine
Certificate in Teaching of Physical Therapy	Medicine
Diploma in Psychiatry	Medicine
Certificate in Public Health	Medicine
Diploma in Industrial Health	Medicine
Diploma in Radiation Oncology	Medicine
Diploma in Operatic Performance	Music
Diploma in Business Administration	Woodsworth/Management
Diploma in Gerontology	Woodsworth
Diploma in Social Work Research	Social Work

Student Exchange Programs Offered by the University 1993-94

The University of Toronto operates several institution-wide student exchange programs:

- University of Hong Kong
- Chinese University of Hong Kong
- University of the West Indies (Jamaica, Trinidad, Barbados)
- Kyoto University, Kyoto, Japan
- Humboldt University, Berlin, Germany

The University of Toronto also participates in two region to region student exchanges:

- Ontario/Baden-Württemberg, Germany Student Exchange
- Ontario/Rhône-Alpes, France Student Exchange

For further information regarding the above exchange programs, please contact the Institute for International Programs, Simcoe Hall, Room 10A, 27 King's College Circle, 978-4800

Officers of the University (partial listing)

Chancellor
R. Wolfe, B.A.

Chairman, Governing Council
R.J. McGavin, B.P.E., M.Sc., Ph.D.

President
J.R.S. Prichard, M.B.A., LL.B., LL.M.

Vice-President & Provost
A. Sedra, B.Sc., M.A.Sc., Ph.D.

Vice-President, Business Affairs and Chief Administrative Officer
B.P. Davies, B.Comm., M.P.A.

Vice-President, Computing and Communications
C.D. Sadleir, B.A.Sc., M.A.Sc., Ph.D., P.Eng.

Vice-President, Department of Development and University Relations
G.C. Cressy, B.Sc., M.S.W.

Vice-President, Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President, Research
H. Munroe-Blum, B.A., B.S.W., M.S.W., Ph.D.

Vice-Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost, Health Sciences
A.R. Ten Cate, B.Sc., Ph.D., B.D.S.

Vice-Provost, Staff Functions
D.B. Cook, B.A., M.A., Ph.D.

Assistant Vice-President, Finance
R.G. White, C.M.A.

Assistant Vice-President, Operations and services
J. Oliver, B.Com., M.Sc.

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University Ombudsperson
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Status of Women Officer
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Sexual Harassment Officer
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Director of Alumni and Community Relations
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Acting Director of Family Housing
E. Giles

Acting Director of Off-Campus Housing
P. Karimalis

Director of International Student Centre
E. Patterson, B.A.

Coordinator of Services to Disabled Persons
E. Barbeau

Warden of Hart House
P. Turner, B.A., M.A.

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Faculty of Education
University of Toronto

Calendar

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Library

1994/95

Faculty of Education
University of Toronto
371 Bloor Street West (at Spadina)
Toronto, Ontario M5S 2R7

Office of the Registrar

Bachelor of Education and
Diploma in Technical Education/
Ontario Teacher's Certificate Programs:

Admissions	978-8833
Registered Students	978-5990
Continuing Education Program	978-5988
Institute of Child Study	978-3457
Technological Studies	978-3200
Transcripts and Records	978-5577
FAX	978-6775

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Important Notice

Changes in Programs of Study

The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty of Education must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Courses

For each program of study offered by the University through the Faculty of Education, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies and timetables without prior notice.

Changes in Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty of Education are displayed here. Applicable University policies are either fully displayed here or listed here.

In applying to the Faculty of Education the student assumes certain responsibilities to the University and the Faculty of Education and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

Calendar Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

NOTE: B.Ed. and Dip.T.Ed./O.T.C. Programs

1. The last date for students to change full year and first term courses and sections will be September 23. Thereafter changes may be made only with the approval of the Faculty Council. For second term courses and sections, the last date for students to make changes will be January 13.

2. Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 43 - 60.

Sessional Dates 1994/95

1994	
July 4-July 29	Continuing Education Program Summer Session
September 5	Faculty Closed - Labour Day
September 7, 8	Registration B. Ed. and Diploma in Technological Studies Programs
September 12	Classes Begin
September 23	Last Day for Course and Section Changes (Full Year and First Term Courses)
October 3	I/S Practicum Preparation Day
October 10	Faculty Closed - Thanksgiving Day
October 12	TOP Day (I/S)
October 17	I/S Practice Teaching Orientation Day
October 17 - November 4	Practice Teaching (P/J, J/I)
October 18 - 28	Practice Teaching (I/S)
October 31	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions for First Term
November 9	TOP Day (I/S)
November 14	I/S Practice Teaching Orientation Day
November 15 - 25	Practice Teaching (I/S)
December 1, 2	Employment Conference - No Classes
December 9	Classes End
December 12	Study Day
December 12 - 16	Special Projects
December 13 - 16	Examinations
1995	
January 2	Classes Resume
January 13	School Boards Information Fair
January 13	Second Instalment of Fees Due
January 13	Last Day for Course and Section Changes (Second Term Courses)
January 16 - February 3	Practice Teaching (P/J, J/I)
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions for Second Term
February 2	Safe Schools Day (I/S)
February 6	I/S Practice Teaching Orientation Day
February 7 - 17	Practice Teaching (I/S)
February 8, 9	Health Conference (P/J, J/I)
February 27 - March 9	Annual Student Art Exhibition
March 6 - 10	Annual Children's Musical
March 13 - 17	Winter Break - No Classes
March 29	I/S Practice Teaching Orientation Day
March 29 - April 13	Practice Teaching (P/J, J/I)
March 30 - April 13	Practice Teaching (I/S)
March 31	Deadline for Withdrawal Without Academic Penalty
April 14	Faculty Closed - Good Friday
April 21	Classes End
April 24, 25	Study Days
April 24 - 28	Special Projects
April 26 - May 2	Examinations

Dean
M.G. Fullan, B.A., M.A., Ph.D.

Associate Deans
M.A. Millar, B.A. (Qu.), B.P.E. (McM), M.Ed. (Qu.)
D.R. Thiessen, B.A. (W.Ont.), M.Ed. (Br. Col.), D.Phil. (Sussex)

Registrar
E.C. Alleyne, B.A. (Albion), M A. (Howard), Ed.D.

Assistants to the Dean
G. Mitchell, B.A.
M. Stager, B.A., M.Sc. (Rutgers)

Assistant to the Associate Deans
N. Watson, B.A. (Qu.), M.A. (York) (part-time)

Associate Registrar
G.A. Whyte, B.A. (Car.), B.J. (Car.), Assoc. Prof.

Assistant Registrars
L.A. Genesi-Williams
G.R. Hauser, B.A. (York), B.Ed.

Professors Emeriti
D.W. Alexander, B.A., M.Sc., Ed.D. (SUNY)
W.A. Andrews, M. Sc. (W. Ont.), B. Ed.
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG.), M.Ed., Ph.D.
C.L. Bedal, B.A. (Qu.), M.Ed.
R.W. Dent, M.A.,Ph.D. (Mich.St.)
U. Elliott, B.A. (Lond.), M.A. (W. Ont.)
B. Flint, M.A., Dip. C.S.
A. Gaydos, B.A., M.Ed., Ph.D. (Ohio St.),
V.K. Gilbert, B.Sc. (Syd.), M.Ed., Ph.D. (Brist.)
M.F. Grapko, B.A. (Man.), M.A., Ph.D.
J.W. Greig, B.A. (Qu.), M.Ed., Ph.D. (Harv.)
R.S. Harris, M.A., Ph.D. (Mich.), Hon.D.Lit. (W.Ont.)
S.L. Kong, C.M. B.A. (Kua Kiu), M.Ed. (Ott.), Ph.D. (Ott.), Hon. LL.D. (Kyung Hee)
H.M. Lang, B.A. (McM.), M.Ed.
L.J. LaFave, B.Ed. (Ill.St.Coll.), M.B.A. (Roosevelt)
W.G. London, B.A., M.Ed. (N.Y.S.)
J. W. MacDonald, B.A. (Car.), M.A., Ed.D.(Harv.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.Ed.
G.A. Reid, B.Com., B.Ed., M.A. (Col.), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.Ed. , Ph.D., F.C.C.T.
A.F. Skinner, B.Sc. (St.A.), M.A. (St.A.), M.A. (Col.), Ph.D. (St.A.), F.E.I.S.
G. Smith, M.A. (Qu.)
J.H. Stevens, M.A.
G.E. Tait, B.A., B.Paed., Ed.D.
J.D. Wood, M.A., Ph.D., A.R.C.T.

Continuing Education
R.J. Smith, B.A., M.L.S., Assoc. Prof.

Educational Policy and Foundation Studies
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C.T.P. Diamond, B.A. (Q'ld.), B.Ed. (Q'ld.), M.Ed. (Q'ld.), Ph.D. (Q'ld.), Prof.
S.T. Rusak, B.A. (Ott.), B.Ed., Ph.D. (Alta.) Prof. (on leave)
D.S.J. Shackel, M.A. (Hons.) (Cant.) Ph.D., Prof.
B.J. Shapiro, B.A. (McG.), M.A.T. (Harv), Ed.D. (Harv), Hon. LL.D.(McG.), Prof.
C. Tan-Willman, B.S.E. (Phil. Norm.), M.A. (Phil. Woman's), M.A. (Minn.), Ph.D. (Minn.), Prof.
C.C. Brodeur, M.A. (Fordham), M.A. (Phil.), Ph.D., Assoc. Prof.,
A.B. Durell, M.A., Ph.D., Assoc. Prof.
B.R. Eardley, B.S. (Penn. St.), M.Ed. (Penn. St.), Assoc. Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (Camb.), M.A. (Alta.), Assoc. Prof.
T.C.M. Lam, B.A.(Muskingum), M.A. (Hollins), Ph.D. (Washington), Assoc. Prof.
R. Pike, B.S.W., M.A., Ph.D., Assoc. Prof.
S. Anderson, B.A. (Tex.), M.A. (Tex.), Ph.D., Asst. Prof.
N. Bascia, B.A. (Sonoma), A.M., (Stanford), Ph.D. (Stanford) Asst. Prof.
M. Beattie, B.A. (York), M.A., M.Ed., Ed.D., Asst. Prof.
E. Campbell, B.A. (Qu.), B.Ed., M.Ed., Ph.D., Asst. Prof.
C.E. Conle, B.A., M.A., Asst. Prof.
C. Rolheiser, B.Ed. (Alta.), M.Ed. (Ore.), Ph.D. (Ore.), Asst. Prof.
M.L. Arnold, B.A. (Bishop's), M.A. (McG.), Lecturer
E.E. Woodruff, B.Sc., B.Ed., M.A., Lecturer

Elementary Education
R.A. Martin, B.A.Sc, M.Ed., Ph.D., Assoc. Prof., Chair
D.W. Booth, B.A. (McM.), M.Ed. (Durh.), Prof.
A.A. Bowers, B.A., M.Ed. (Qu.), Prof.
F. Ebos, M.Sc. (McM.), Prof.
S.K. Harburn, B.Sc. (Alta.), M.Ed. (SUNY), Assoc. Prof.
G.W. Hunt, B.A., M.Ed., Ed.D. (U.S.Int.), Assoc. Prof.,
B. Bennett, B.P.H.E. (Calgary), M.Ed. (Ore.), Ph.D. (Ore.), Asst. Prof.
L.M. Cameron, B.A. (Guelph), M.Ed., Ed.D., Asst. Prof.
K.A. Meyer, B.A. (San Diego), M.Sc. (San Diego), Ph.D. (Br. Col.), Asst. Prof.
S. Stiegelbauer, B.S. (Nazareth), M.A. (Ill.), M.A. (Tex.), Ph.D. (Tex.), Asst. Prof.
D.R. Fleming, B.A. (McM.), M.Ed., Ed.D., Sr. Tutor
C.A. Hennessy, B.A. (McM.), M.Ed., Ed.D., Sr. Tutor

Institute of Child Study
C. Corter, B.A. (Davidson), Ph.D. (N. Car.), Prof., Chair
A.J. Biemiller, B.A. (Harv.), M.S. (Corn.), Ph.D. (Corn.), Prof. (on leave)
R. Case, B.Sc. (McG.), M.A., Ph.D., Prof.
R.J. Volpe, B.A. (Akron), M.A. (Kent St.), Ph.D. (Alta.), Prof.
K.J. Weber, B.A., M.Sc. (Ed.) (Guelph), Prof.
J.P. Klein, B.A. (Corn.) M.A., Ph. D., Assoc. Prof.
J. Jenkins, B.A. (Sus.). M.A. (Nott.), Ph.D. (Lond.), Asst. Prof.
J.W. Wilde Astington, B.A., B.Sc. (Leeds), M.A., Ph. D., Asst. Prof.
J. Hardacre, B.A., M.Ed., Dip.C.S., Ed.D. (Nova), Sr. Tutor
J.A. Penner, B.A., M.Ed., Dip.C.S., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor (on leave)

Institute of Child Study Laboratory School
R.L. Ethier, B.A. (Concordia), M.Ed.
A.C. Cassidy, B.A.(Montr.), Dip. C.S.
E.A. Hunter
M.A. Jaffary, B.A., Dip.C.S.
E. Morley, B.A.(W. Laur.)
J. Moss, B.A. (Mich. St.), Dip.C.S.
A.E. Tough, M.A.

International Institute For Global Education
D.E. Selby, B.A. (Liv.), Ph.D. (Birm.), Prof.
G.C. Pike, B.A. (Sus.), M.A. (Lond.), Lecturer

The Learning Consortium
E. Erskine-Cullen, B.A.(Pretoria), M.Ed.(Spokane)

Library
D.C. George, B.A., B.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (York), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part-time)

Practice Teaching
D.W. Garth, B. Com. (Qu.), Prof.

Secondary Education
D.I. Galbraith, B.Sc. (W.Ont.), M.Ed., Prof., Chair
H.A. Yeager, B.H.Sc., M.Ed., Assoc. Prof., Assoc. Chair
J.L. Aitken, B.A., M.A. (Dal.), Ph.D., Prof.
A.C. Coman, M.A.ord. (Edin.), M.A. hons. (Edin.), M.A., Prof.
D.L. Fraser, B.Sc. (McM.), B.Ed., M.A., Prof.
N. Kuzmich, Mus. Bac., M.A., Prof. (on leave)
H. L. Ridge, B.Sc. (McM.), M.A. (York), Ph.D.(Conn.) (on leave)
R.J. Shephard, M.A., Ed.D. (Hawaii), Prof.
T.J.E. Wolfe, B.S.A., M.Ed., Prof.
R.G. Burfield, B.A., B.Ed., Assoc. Prof.
J.A.M. Emerson, M.A., Assoc. Prof.
H.D. Gutteridge, M.A., Assoc. Prof.
L.R. Hill, M.A., Assoc. Prof.
B.G. Kelly, B.Sc., M.Sc., Ph.D., Assoc. Prof.
G.D. Milbrandt, B.S.Ed. (N..Ill), M.Ed. (N.Ill.), Assoc. Prof.
P.B. Robertson, B.P.H.E., B.A., M.Ed., Assoc. Prof. (on leave)
C.H. Wall, B.A., B.Ed., M.A. (York), Ph.D. (York), Assoc. Prof.
A. Gagne, B.Ed. (McGill), M.Ed. (McGill), Asst. Prof.
T. Goldstein, B.A. (Concordia), Ph.D., Asst. Prof.
R. Hrubi, Dip. Prof. Fr.l'Et (IPFE,Sorbonne), Sr. Tutor
I.M. Hundey, B.A. (Windsor), M.A. (Windsor), Sr. Tutor
C.J. Lundy, B.A. (S.G.W), Sr. Tutor
M.W. Welch, B.A.(Concordia), M.Ed.. (McG.), Lecturer

Technology For Enhancing Learning Centre
R.D. Cook, B.A., M.A. (Iowa)
K.H. Veltman, B.A. (York), M.A., D.Phil. (Lon.), Lecturer

University of Toronto Schools
G.A. Fleming, B.A., M.Ed., Principal
A. Dugal, B.A., Asst. Principal
D. Aliferis, B.A., M.A. (York), B.Ed. (on leave)
S. Baker, B.A., B.Ed.
O.G. Barrett, B.P.H.E., B.Ed.
C.M. Bernicchia-Freeman, B.Ed., M.A. (Nice)
T.J. Boucher, B.A. (Mlch .St.), M.S.L.S. (Col.)
D.F. Boutros, B.A. (Alexandria)
E. Buchanan, B.A. (W.Ont.), M.A. (McM.), Ph.D. (McM.)
M.U. Collier, B.A. (York), M.A., B.Ed.
J. Collins, B.A. (W.Ont.)
D.T. Dingle, B.Sc., B.D. (Harv.)
E. DiSante, B.A. (McM.), B.Ed., M.A. (Paris)
M.J. Dutton, B.A. (W.Ont.), B.Ed. (W.Ont.), M.A. (W.Ont.)
J.A. Fautley, Mus., Bac., B.Ed.
M.P. Gendron, M.A.
J. Kitchen, B.A., B.Ed. (Windsor)
L. Laing Gibbard, B.Sc., B.Ed., M.Sc. (Qu.), Ph..D (Qu.)
D.J. Laurenson, B.Sc. (Auck.), M.Math. (Wat.), Ph.D. (Arizona)
R. Mackle, B.A. (Car.), M.E.S. (York), B.Ed.
N.E. Maier, B.A., M.A. (Br. Col.), Ph. D.
N.T. McLean, B.A.
J.H. Mills, M.A. (Qu.), B.Ed.
P.R.W. Moore, B.A., M.A., Ph.D. (McM.)
F. Mustoe, B.Sc. (Birm.), B.Ed., M.Ed., Ph.D. (Windsor)
C.W.M. Pace, B.A. (W. Ont.), B.S.W., M.Ed.
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.Ed.
M.C. Recurt Reid, B.A. (W. Ont.), B.Ed. (W. Ont.) (on leave)
D. Straker, B.A.(Man.), M.Sc.(Man.), B.Ed.(Man.)
J. Stulac, B.P.H.E., B.A., B.Ed.
F.R. Wakelin, B.P.H.E., B.Ed.
W.G.J. Warden, B.A. (W. Ont.), M.A. (Windsor) (on leave)

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavors met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education, University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ministry of Education and Training for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts in Teaching (English) degree is available.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 -

Bachelor of Education Degree

Three options are offered in the one-year program:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior

Diploma in Technical Education (Dip.T.Ed.)

Diploma in Child Study (Dip.C.S.)

Two options are offered:

- Child Assessment and Counselling
- Childhood Education (This area of concentration also leads to the Ontario Teacher's Certificate)

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, the Faculty of Education is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

Admission Requirements

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency Policy

NOTE: This policy is being implemented for programs beginning in the 1995/96 academic year, the first session of which is Summer 1995.

English is the language of instruction for all courses at the Faculty of Education, University of Toronto, with the exception of some Modern Language Education courses. Consequently, to be successful in the Faculty's courses and in the Practicum, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. The Faculty of Education is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate Program, as well as Ministry of Education and Training Special Student applicants to the Continuing Education Program are required to give evidence to the Faculty of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

•For Applicants To The Diploma In Technical Education

All students applying for admission to the Faculty of Education, Diploma in Technical Education/Ontario Teacher's Certificate Program, must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) below.

•For Applicants To The Bachelor Of Education Degree Program

All students applying for admission to the Faculty of Education, Bachelor of Education/Ontario Teacher's Certificate Program must satisfy one of the following criteria :

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) below.

•For Ministry of Education and Training Special Students Applying To The Continuing Education Program

All teachers seeking Ontario Certification who have been directed by the Ministry of Education and Training to take professional courses at a Faculty of Education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) below.

B. Acceptable Tests and Required Scores

NB: All tests must have been taken within the 3 years prior to the date of application to the Faculty.

i) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 7.0 and **TOW** (Test of Written Proficiency) with a minimum score of 3.0.

OR

ii) An official statement of results of **TOEFL** (Test of English as a Foreign Language) showing a minimum score of 600, **and the TWE** (Test of Written English), showing a minimum score of 6.0, **as well as the TSE** (Test of Spoken English), showing a minimum score of 220.

OR

iii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iv) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 **and also the** Oral Interview component, showing a rating of 4.

C. Deadline for Submitting Proof of English Language Proficiency

The deadline for submitting proof of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to the Faculty for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate Program application/admission cycle. In the case of the Continuing Education applicants the deadline would be that which is published for each session.

D. Information about the Tests Which are Acceptable as Proof of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. **TOW** (Test of Written Proficiency)
TOP (Test of Oral Proficiency)
School of Continuing Studies
158 St. George Street
University of Toronto
Toronto, Ontario, Canada M5S 2V8
Telephone: 416-978-6529

2. **TOEFL** (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service, P. O. Box 6151
Princeton, New Jersey, U.S.A., 08541-6151
Telephone: (609) 921-9000

3. **IELTS** (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road, Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office)

4. **MELAB** (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan, U.S.A. 48109-1057
Telephone: (313) 764-2416/763-3452

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact: Admissions, Office of the Registrar, Faculty of Education, 371 Bloor Street, West, Toronto, Ontario M5S 2R7, Telephone: (416) 978-8833.

Ontario Teacher's Certificate
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in elementary or secondary schools in Ontario.

Admission of International Students
The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admissions as the Council of the Faculty may determine.

Bachelor of Education/ Ontario Teacher's Certificate Program

Admission Requirements

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the Faculty's oral and written English Language proficiency requirements (pages 9-11)

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).
- a completed Faculty of Education Applicant Profile and non-refundable service fee.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation.
- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

In addition to the regular in-faculty program, there are a variety of school-based delivery options which will be outlined to candidates upon acceptance into the Primary /Junior, Junior/Intermediate, or Intermediate/Senior program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100.

Curriculum and Instruction (C & I)

Candidates must select one of the following areas of specialization:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior (P/J)

The C&I component of this program is the course Primary/Junior Education EDU1420.

Junior/Intermediate (J/I)

The C&I component of this program comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate course from those listed below.

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior (I/S)

The C&I component of this program comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Science (General) EDU1300
Visual Arts EDU1010

Foundations

Candidates must take three Foundation courses:

The required course **Teaching: Students, Schools and Systems EDU3161**, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies.

Educational Psychology

Candidates must select one of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behavior EDU3070
Teaching - An Interpersonal Process EDU3110

Understanding Children and Youth EDU3100
Individual Research Project
(Educational Psychology) EDU3270

Educational Policy and Foundation Studies

Candidates must select one of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

The Elementary Education Department STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides candidates opportunities to observe and work with associate teachers during weeks that are not part of practice teaching sessions. Depending on the program delivery option in which they are enrolled, candidates have one or two days of STEP each week. STEP days are forerunners to practice teaching sessions in that candidates are in a classroom for a series of STEP days preceding a practice teaching session in the same classroom.

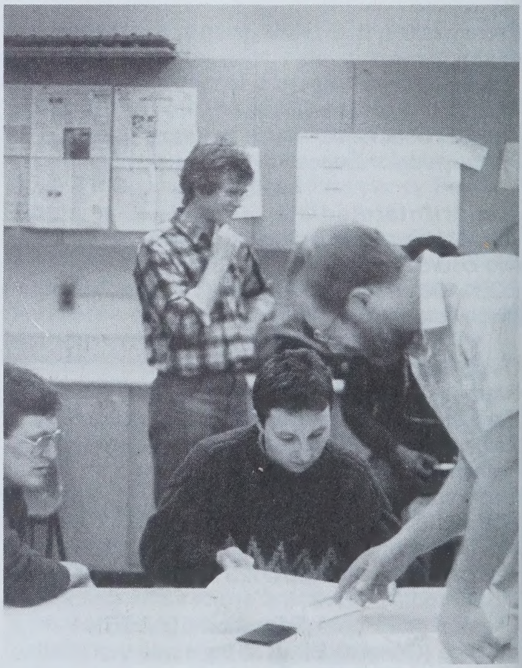
Course Descriptions

Courses in the program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.



Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)

This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)

The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)

An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Classical Studies

Greek Intermediate/Senior EDU1210 (4 hours) (Not offered in 1994/95)

This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek

Latin Intermediate/Senior EDU1200 (4 hours) (Not offered in 1994/95)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures

for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Design and Technology

Design and Technology EDU1171/1170 (7 hours) (Not offered in 1994/95)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours)
A series of interactive seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in economics.

English (First Language)

English Intermediate EDU1101 (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU1100 (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in

the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/ Senior EDU1380 (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience.

Family Studies

Family Studies Intermediate EDU1161 (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours) (Not offered in 1994/95)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in geography.

Geography Intermediate/Senior EDU1440 (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and

instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours) (Not offered in 1994/95)

The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in geology.

History

History Intermediate EDU1151 (2 hours)

A series of lectures and seminars, using Ministry of Education and Training guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)

Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Individual and Society

Individual and Society Intermediate/Senior EDU1270 (4 hours)

Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Individual and Society. Topics such as teaching methods, evaluation techniques, and resource materials will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

International Languages

German Intermediate/Senior EDU1140 (4 hours)

This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Italian Intermediate/Senior EDU1190 (4 hours)

This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the International Languages Program (Elementary) on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.

Spanish Intermediate/Senior EDU1310 (4 hours)

A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Junior/Intermediate Education

Junior/Intermediate Education EDU1450
(8 hours)

This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Mathematics

Mathematics Intermediate EDU1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (4 hours)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only one of the following: EDU1231, EDU1230, EDU1241 or EDU1240.

Music - Instrumental Intermediate EDU1231 (2 hours)

Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)

Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (2 hours)

An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)

Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (4 hours)

An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (4 hours)

The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Politics

Politics Intermediate/Senior EDU1260 (4 hours)

Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ministry of Education and Training guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in political science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)

This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science (General)

Science Intermediate EDU1301 (2 hours)

This course is designed to prepare teachers of science in the intermediate division, grades 7-10. It explores the teaching of selected units from the science guideline of the Ministry of Education and Training through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate

resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)

Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry of Education and Training science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Visual Arts

Visual Arts Intermediate EDU1011 (4 hours)

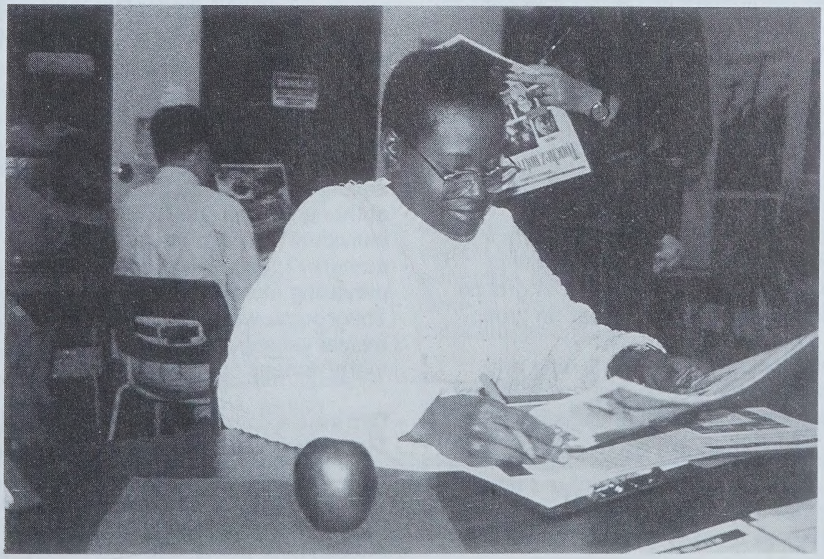
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in visual arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (6 hours)

Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in visual arts or post-secondary equivalent. Candidates must have studio-oriented experience.



Each Foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260 (Not offered in 1994/95)

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280 (Not offered in 1994/95)

A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Authority and Freedom in School EDU3190

Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210

The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040 (Not offered in 1994/95)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Foundations of Current Educational Thought EDU3165
A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131
A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202
A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. These have shaped elementary and secondary schooling, teaching as a profession, public participation, funding, provisions for religious and ethnic diversity, and student participation including compulsory education and attendance. The course will also deal with such issues as the changing roles of teachers and students, curricular development and more general issues such as progressive education, education and employment, and changing concepts of the family and childhood and adolescence.

Program Organization EDU3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163 (Not offered in 1994/95)
The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164
This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism

and development and will centre around workplace characteristics and professional issues that support or constrain teachers' development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session immediately following the completion of the final examination period.

Assignments are made in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-
Wentworth R.C.S.S.
Metropolitan {Toronto} S.S.
North York
Peel
Scarborough
Simcoe
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region
Conservation Authority
University of Toronto Schools

Technological Studies/ Ontario Teacher's Certificate Programs

One-Year Program
The Faculty offers a **one-year program** to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education
The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate, with qualifications in Technological Studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements
Applicants must meet all four of the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry of Education and Training.

2. An acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).

3. One of:
   - five years of wage-earning business or industrial experience in an approved area of Technological Studies (see page 28),

     OR
   - a combination of post-grade 12 education related to the relevant area or areas of Technological Studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of Technological Studies, of which no fewer than sixteen months must have been spent in continuous employment

     OR
   - at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program. This wage-earing experience need not be continuous employment.
4. Competence in one area of Technological Studies at both the basic and related advanced level. Please refer to the list of subjects and codes on page 28.

Technical Proficiency Examination (TPE)

Competency will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of Technological Studies in which certification is sought. However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of Technological Studies for which certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture, School of Nursing or the Ontario College of Art, showing proof of concentrated study (a minimum of 5 full courses) in the area of Technological Studies for which certification is sought.

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office, Admissions Unit. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all school, diploma or degree credit courses completed to date of application.

- official transcripts from secondary school, a College of Applied Arts and Technology and/or Universities where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date recieved, a photocopy of the actual diploma must be submitted.

- a completed Technological Studies Information Folder.

- documented proof of wage-earning experience.

- a Certificate of Qualification where applicable. This must be accompanied by details of the examination showing final mark.

- evidence of an acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).

- a completed Faculty of Education Applicant Profile and non-refundable service fee.

- a photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other Provinces or Countries must be translated to Ontario equivalents by the Ministry of Education and Training.

- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

Spring Program (Not offered in 1994/95)
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry of Education and Training, a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

Areas of Technological Studies (Basic and Advanced Levels)

Communications

- Art (2)
- Communications Technology (4)
- Computer Electronics (2)
- Drafting Comprehensive
- Electronics (2)
- Graphic Communications (1)
- Music (2)
- Photography (2)

Construction

- Architectural Drafting and Design
- Construction Services
- Construction Technology (4)
- Electricity (1)
- Environmental Control (1)
- Plumbing (1)
- Sheet Metal (1)
- Trowel Trades (1)
- Woodworking (1)

Manufacturing

- Control Systems (2)
- Engineering Drafting and Design
- Foundry and Moulding Practice (1)
- Industrial Electrics (4)
- Manufacturing Technology (4)
- Metal Fabrication (1)
- Precision Machining (1)

Services

- Appliance Repair
- Cosmetology (1)
- Culinary Arts (3)
- Horticulture (2)
- Hospitality (2)
- Natural Resource Management (2)
- Personal Care (2)
- Services Technology (4)
- Textile Maintenance (1)
- Textiles & Clothing
- Upholstery

Transportation

- Agricultural Equipment (1)
- Aircraft (2)
- Auto Body (1)
- Automotive (1)
- Small Powered Equipment (1)
- Transportation Technology (4)

Explanation of Codes

NOTE: Candidates who are required to submit a Certificate of Qualification must also submit details of the examination showing final mark.

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology, or one Ministry of Education and Training Certificate of Qualification (C of Q) within the cluster, or three Additional Basic Qualifications (ABQ's) within the cluster.

Program of Studies

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

Course Descriptions

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom ETS6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: communication arts in modern English, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: the examination of clear and effective expository writing; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education with particular reference to the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (4 hours)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and group assignments. Out of this practice, students will be able to synthesize a personal philosophy of Technological Studies education.

Curriculum Development for Technological Studies ETS1040 (4 hours)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Foundations

Design Education for Technological Studies ETS3000 (2 hours)

The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.

Introduction to Psychology for Teachers of Technological Studies ETS3050 (2 hours)

The application of educational psychology in the Technological Studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

History and Philosophy of Technological Studies ETS3070 (2 hours)

A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

Practice Teaching ETS4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Institute of Child Study

The Institute of Child Study is a centre of professional training in Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, and its Infant Centre serve primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this school became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Childhood Education.

Inquires concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Child Assessment and Counselling

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Childhood Education

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education, must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program

Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program

The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications forms, obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application.
- an official statement of additional academic or vocational courses, if applicable.
- two references from persons familiar with the applicant's academic and professional pursuits.
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name where applicable.
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training).

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Childhood Education

On successful completion of the two-year program, students are awarded the Diploma in Child Study by the University of Toronto, and are recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education and Training. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child includes current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study.
During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students work as full-time teaching interns during one semester, at the laboratory school or at other selected elementary schools.

First Year

Studying the Child in Educational Settings ICS1001
Children, Classrooms and Teaching ICS2120
Curriculum Design and Implementation ICS2122
Teaching Practicum I (half course) ICS2124
Teaching Practicum II (half course) ICS2125

Two half-course electives: See Electives List on next page. One of these must be a core elective (ICS1002, 1003 or 1004). Students with no previous university course work in child development are required to take ICS1002.

Second Year

Socialization, Social Development, and Family Life ICS2210
Designing Educational Programs (half course) ICS2230
Advanced Teaching Practicum ICS2231
Advanced Teaching Practicum Seminar (half course) ICS2232

Four half-course electives or equivalent: See Electives List on next page. One of these must be a curriculum elective (ICS4070, 4074 or 4078)

Child Assessment and Counselling

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. An internship placement of two days per week in a school or clinical setting is required in the second year to permit practice of the theories and techniques studied.

First Year

Studying the Child in Educational Settings ICS1001
Teaching Practicum I (half course) ICS2124
Children, Assessment and Counselling (half course) ICS3120
Assessment of Children's Intellectual Functioning ICS3140
Assessment of Children's Social and Emotional Functioning (half course) ICS3141
Introduction to Facilitative Interviewing (half course) ICS3144
Theories of Counselling (half course) ICS3147

One half-course core elective: (ICS1002, 1003 or 1004) See Electives List on next page. Students with no previous course work in child development are required to take ICS1002.

Second Year

Principles of Child Management (half course) ICS3250
Selected Topics in Clinical Practice (half course) ICS3251
Counselling Individuals and Families (half course) ICS3252
Practicum in Assessment and Counselling ICS3255
Seminar in Assessment and Counselling (half course) ICS3256
Family Systems (half course) ICS3257

Three half-course electives or equivalent: See Electives List on next page.

Electives List

Child Development (half course) ICS1002
Issues in Child Development (half course) ICS1003
Development in Infancy (half course) ICS1004
Exceptional Children (half course) ICS1011
Children's Theory of Mind (half course) ICS4050
Neuropsychological Assessment Techniques (half course) ICS4051
Seminar and Practicum in Infant Assessment (half course) ICS4061
Independent Study ICS4062
Independent Study (half course) ICS4063
Independent Study (half course) ICS4064
Teaching Exceptional Children ICS4070
The Psychology and Pedagogy of Reading (half course) ICS4074
Play, a Medium for Learning (half course) ICS4078
Special Topics in Child Study (half course) ICS4081
Special Topics in Child Study (half course) ICS4082
Rorschach Analysis (half course) ICS4256
Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Multiculturalism (half course) ICS4282
OISE courses (with permission of advisor)

Details of Courses

Studying the Child in Educational Settings ICS1001

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of the children in diverse educational settings. The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Child Development (half course) ICS1002

An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Issues in Child Development (half course) ICS1003

This course examines particular theoretical and practical issues in child development. The aim of the course is to acquaint students with a variety of issues so they will come to see that theorizing and research are important and relevant to social issues and practical questions of child development.

Development in Infancy (half course) ICS1004

An examination of conditions during the prenatal and infant period of development that will have an impact on later development.

Exceptional Children (half course) ICS1011

A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Children, Classrooms and Teaching ICS2120

An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Curriculum Design and Implementation ICS2122

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum I (half course) ICS2124

Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings.

Teaching Practicum II (half course) ICS2125

Advanced supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. An optional four-week full-time placement at the end of the academic year may also be arranged.

Socialization, Social Development, and Family Life ICS2210

An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Designing Educational Programs (half course) ICS2230

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Advanced Teaching Practicum ICS2231

Second year Childhood Education students carry out an internship for an entire term in one setting (which may be preschool through grade six) in which they consolidate teaching skills under the supportive supervision of a mentor teacher.

Advanced Teaching Practicum Seminar (half course) ICS2232

This seminar will provide for discussion of topics and issues which emerge in student internships. (Must be taken in conjunction with ICS2231)

Children, Assessment and Counselling (half course) ICS3120

Through a consultation model, a variety of assessment and counselling methods are examined for use with children, from infancy to grade six. Facilitating the team process among consultants, teachers, parents and other support personnel is emphasized. The process of consultation is explored in relation to the principles of child development, and with an awareness of the child's learning contexts.

Assessment of Children's Intellectual Functioning ICS3140

A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

Assessment of Children's Social and Emotional Functioning (half course) ICS3141

An introduction to the theories and methods of assessing social and emotional functioning.

Introduction to Facilitative Interviewing (half course) ICS3144

The aim of this course is to help students learn basic interviewing skills. Through assigned readings, videotape analysis of interviews and role play, students learn how to interview parents, teachers and children about child related problems.

Theories of Counselling (half course) ICS3147

An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

Principles of Child Management (half course) ICS3250

An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Selected Topics in Clinical Practice (half course) ICS3251

Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; play therapy; art therapy; team approaches to sexual abuse; serving individuals with AIDS; addictions and the recovery process.

Counselling Individuals and Families (half course) ICS3252
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

Practicum in Assessment and Counselling ICS3255
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements.

Seminar in Assessment and Counselling (half course) ICS3256
This seminar will provide for discussion of topics and issues which emerge in the Practicum (Must be taken in conjunction with ICS3255).

Family Systems (half course) ICS3257
The aim of this course is to understand children's behavior in the context of their family. Basic family therapy techniques for intervening with troubled families are reviewed.

Children's Theory of Mind (half course) ICS4050
A course designed to introduce students to a new area of developmental research. This area concerns children's understanding of themselves and other people as psychological beings.

Neuropsychological Assessment Techniques (half course) ICS4051
A survey of techniques and research in the neuropsychological assessment of children. The Halstead-Reitan Neuropsychological Test Battery will be considered in detail. Illustrations will be made via case material.

Seminar and Practicum in Infant Assessment (half course) ICS4061
A course designed to acquaint students with recent research and practice in infant assessment. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will be introduced to the use of the Bayley Scales of Infant Development and will survey a variety of other types of infant tests.

Prerequisite: ICS1004 (half course) or equivalent.

Independent Study ICS4062
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS4063/ICS4064
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS4070
This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario Ministry of Education and Training requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

The Psychology and Pedagogy of Reading (half course) ICS4074
This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read; and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich

practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Play, a Medium for Learning (half course) ICS4078
An exploration of the role of "play" in the development and education of children, with an emphasis on the observation, analysis and interpretation of play activity. Topics will include the contribution of play to literacy, numeracy, basic thinking skills and problem solving, as well as to social competence and mental health.

Special Topics in Child Study (half course) ICS4081/ICS4082
A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Rorschach Analysis (half course) ICS4256
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Taking the issue of "children's rights" as a starting point, this course will include topics on legislation affecting professionals who work with children: ethical issues such as confidentiality and informed consent; the relationship between ethical and legal responsibilities; the roles and responsibilities of professional organizations; and professional competence.

Multiculturalism (half course) ICS4282
Deals with issues in consulting, assessing, and educating children in a multicultural society. Particular attention is given to child assessment and school-age curriculum in multicultural perspective.

Continuing Education Program for Teachers

Additional Qualification Courses for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of courses:

- Divisional
- One-session
- Three-session
- Honour Specialist
- Technological Studies
- Honour Technological Studies Specialist

These courses are offered in the summer session and winter evening session, depending on resources and demand.

Special Students

Teachers seeking Ontaio Certification who have been directed by the Ministry of Education and Training to take professional courses at a Faculty of Education may apply for admission to Divisional Qualification courses or basic level Technological Studies courses only. Applicants must first attend an orientation/information session at the Faculty.

Beginning with the 1995 Summer Session, applicants will also be required to submit evidence of an acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11)

Applications

Registrar's Office, Continuing Education Unit, Room 132C, Faculty of Education (978-5988)

Divisional Qualification Courses

These courses are offered to holders of an approved university degree and an Ontario Teacher's Certificate (O.T.C.) or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Primary
- Junior
- Intermediate
- Senior

One-Session Qualification Courses

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Adult Education
- Associate Teacher
- Childhood Education
- Law
- Teaching Writing

Three-Session Qualification Courses

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Part III. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

One-Session Qualification Courses

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Adult Education
- Associate Teacher
- Childhood Education
- Law
- Teaching Writing

Three-Session Qualification Courses

The following courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Part III. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

- Business Studies - Accounting
- Business Studies - Data Processing
- Business Studies - Entrepreneurship Studies
- Business Studies - Information Management
- Business Studies - Marketing and Merchandising
- Computer Studies - Computer Science
- Computers in the Classroom
- Co-operative Education
- Dance
- Design and Technology
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Intermediate Education
- Junior Education
- Librarianship
- Mathematics (P & J)
- Media
- Multiculturalism in Education
- Music - Instrumental
- Music - Vocal (P/J)
- Music - Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Science (P & J)
- Special Education
- Visual Arts

Honour Specialist Qualification Courses

The following courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification. One of the two years taught must have been in Ontario.

- Biology
- Business Studies
- Chemistry
- Computer Science
- Contemporary Studies
- Dance
- Dramatic Arts
- English (first language)
- Environmental Science
- Family Studies
- French (second language)
- Geography
- Geology
- History
- International Languages
- Mathematics
- Music
- Physical and Health Education
- Physics
- Science
- Visual Arts

Additional Qualification Courses in Technological Studies

The following one-session programs for qualifications in Technological Studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

Basic Level Technological Studies

a) Applicants with O.T.C. qualifications in Technological Studies who wish to obtain qualifications in an additional area * at the basic level (see next page) do not require wage-earning experience in the additional area.

b) Applicants without O.T.C. qualifications in Technological Studies who wish to obtain qualifications at the basic level require one of:

five years of wage-earning business or industrial experience in an approved area of Technological Studies,

OR

a combination of post-grade 12 education related to the selected area or areas of Technological Studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment,*

OR

at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program. This wage-earning experience need not be continuous employment.*

NOTE: In subject areas where classes are not offered, a basic qualification may be obtained in the winter session through the Individual Study Program.

* Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Advanced Level Technological Studies

Applicants with O.T.C. qualifications in Technological Studies must produce evidence of:

a) twelve months of business or industrial experience in the area of the qualification,

OR

academic experience that the Minister considers equivalent to twelve months of business or industrial experience in the area of the qualification,

OR

a combination of academic, business and industrial experience that the Minister considers equivalent to twelve months of business or industrial experience in the area of the qualification.

b) the additional requirements for the Additional Qualification advanced level as indicated on the next page of this Calendar.

Honour Technological Studies Specialist

Applicants with O.T.C. qualifications in Technological Studies must have:

a) Entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least:

three** of the areas of Technological Studies subjects listed on the previous page including at least one at both the basic and the advanced levels,

OR

four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Design and Technology, Media, Multiculturalism in Education, Special Education, or Visual Arts.

b) Two years of successful teaching experience in Technological Studies, one year of which must be in Ontario.

c) One year of full-time post-secondary education or equivalent.

NOTE:

** One of these may be Design and Technology, Part I or Computer Studies - Computer Technology.

Areas of Technological Studies

Basic Level	Advanced Level
Communications	**Communications**
Art	Art[2]
Communications Technology	Communications Technology[4]
Computer Electronics	Computer Electronics[2]
Drafting Comprehensive	Drafting Comprehensive
Electronics	Electronics[2]
Graphic Communications	Graphic Communications[1]
Music	Music[2]
Photography	Photography[2]

Basic Level	Advanced Level
Construction	**Construction**
Architectural Drafting and Design	Architectural Drafting and Design
Construction Services	Construction Services
Construction Technology	Construction Technology[4]
Electricity	Electricity[1]
Environmental Control	Environmental Control[1]
Plumbing	Plumbing[1]
Sheet Metal	Sheet Metal[1]
Trowel Trades	Trowel Trades[1]
Woodworking	Woodworking[1]

Basic Level	Advanced Level
Manufacturing	**Manufacturing**
Control Systems	Control Systems[2]
Engineering Drafting and Design	Engineering Drafting and Design
Foundry and Moulding Practice	Foundry and Moulding Practice[1]
Industrial Electrics	Industrial Electrics[4]
Manufacturing Technology	Manufacturing Technology[4]
Metal Fabrication	Metal Fabrication[1]
Precision Machining	Precision Machining[1]

Basic Level	Advanced Level
Services	**Services**
Appliance Repair	Appliance Repair
Cosmetology	Cosmetology[1]
Culinary Arts	Culinary Arts[3]
Horticulture	Horticulture[2]
Hospitality	Hospitality[2]
Natural Resource Management	Natural Resource Management[2]
Personal Care	Personal Care[2]
Services Technology	Services Technology[4]
Textile Maintenance	Textile Maintenance[1]
Textiles & Clothing	Textiles & Clothing
Upholstery	Upholstery

Basic Level	Advanced Level
Transportation	**Transportation**
Agricultural Equipment	Agricultural Equipment[1]
Aircraft	Aircraft[2]
Auto Body	Auto Body[1]
Automotive	Automotive[1]
Small Powered Equipment	Small Powered Equipment[1]
Transportation Technology	Transportation Technology[4]

Explanation of Codes

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology, or one Ministry of Education and Training Certificate of Qualification (C of Q) within the cluster, or three Additional Basic Qualifications (ABQ's) within the cluster.

Master of Arts in Teaching Degree

The primary aim of the Master of Arts in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specialization is currently available in English.

Admission Requirements

1. A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.

2. At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

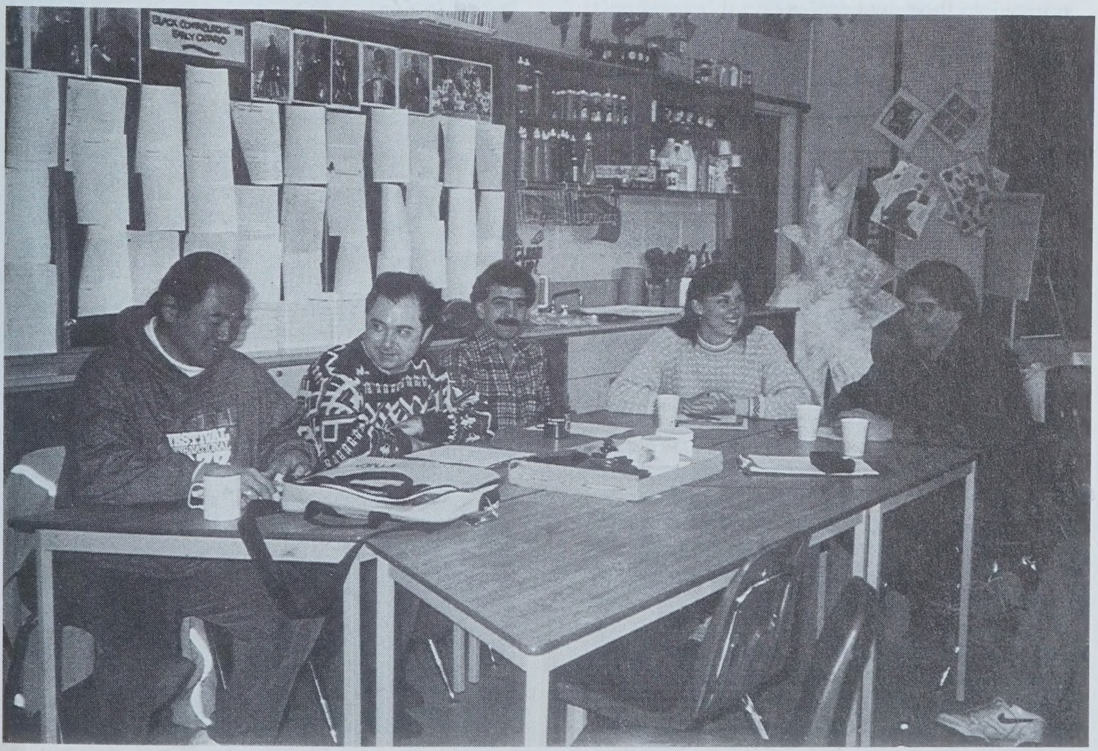
As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries Regarding the Specialization in English

Associate Dean (Academic) (416) 978-2909

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto, M5S 1A1



The Joint Centre for Teacher Development is a body representing the Ontario Institute for Studies in Education (OISE) and the University of Toronto. The centre was created to foster cooperative endeavors in the area of teacher development among OISE, The Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre coordinates graduate programs, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

- Teaching is a reflective, inquiry-oriented activity.
- For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own profession.
- Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.
- Individual and school improvement are interconnected.
- The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement **of** and **in** practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquires.

Participating faculty come from the Faculty of Education, University of Toronto and OISE. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and storytelling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. Students who wish to specialize in teacher development should apply through the Department of Curriculum at OISE, indicating clearly in their covering letter and on the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chair of that department.

Inquiries
Centre Director, Michael Connelly, (416) 923-6641, Ext. 2630, or the Associate Director, Dennis Thiessen, (416) 978-2909.

Applications
Ontario Institute for Studies in Education,
252 Bloor Street West, Toronto, Ontario,
M5S-1V6, (416) 923-6641

Faculty and University Regulations

NOTE: Grading Practices Policies for the Continuing Education Program and the Institute of Child Study are printed in the program brochures specific to each of those programs and are also available from the Registrar's Office.

Grading Practices Policy Bachelor of Education and Diploma in Technical Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   - i) a list of all assignments, with due dates;
   - ii) the weighting factor or percentage allotment for each course requirement;
   - iii) a statement on the procedure used to determine final grades;
   - iv) a description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.
2. An interim performance evaluation for each practice teaching session with feedback to the student.
3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Students will be evaluated on all four components of the program: Curriculum and Instruction, Foundations, Practice Teaching, and the compulsory course - The Contemporary Classroom.
2. Grades in the Curriculum and Instruction subjects and Foundations courses will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, FX.

   Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade as a No Credit (NCR).

   Grades in the Contemporary Classroom will be reported as a Credit (CR) or No Credit (NCR).
3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
C+		67 - 69%	68%
C	Adequate	63 - 66%	65%
C-		60 - 62%	61%
D+		57 - 59%	58%
D	Marginal	53 - 56%	55%
D-		50 - 52%	51%
FX	Inadequate	00 - 49%	25%

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/ No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must attain:

   i) a minimum of a C average in each of the following components of the program:
      - Curriculum and Instruction*
      - Foundations

   ii) a minimum of a D- grade in each course in:
      - Curriculum and Instruction
      - Foundations

   iii) a Credit (CR) in:
      - Practice Teaching**
      - The Contemporary Classroom

* For Junior/Intermediate students, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/ Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must receive a Pass in each scheduled practice teaching session (includes all appraisals). A student who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching immediately following the completion of the final examination period, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A student who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate.

D. Supplemental Privileges

1. Supplemental privileges granted in D.2 and D.3 below are limited to a combined total of two courses of which only one may be a Curriculum and Instruction course.

2. A student may be granted supplemental privileges in a course in which an FX has been received, or in the Contemporary Classroom, NCR. There are no supplemental privileges for a final grade of NCR in the Practice Teaching component of the program.

3. A student who receives a final grade of C-, D+, D or D- in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the grade has reduced the average in the component to less than a C.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Council of the Faculty.

E. Student Access to Examination Papers

1. Copies of final examination papers for the preceding five academic years are available in the Faculty Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Academic). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A student may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's Faculty record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Academic), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Academic), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Academic), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University Grading Practices Policy is available in the Registrar's Office.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

5. The student, the instructor or the Chair of the Department may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Co-ordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Co-ordinator a written statement detailing the

grounds of the appeal. The Practice Teaching Co-ordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Co-ordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Co-ordinator, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Co-ordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Co-ordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

4. The student, the associate teacher or the Practice Teaching Co-ordinator may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ministry of Education and Training teaching certificates.
  Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee (see page 61). Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of the Faculty. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.
- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
  - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
  - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5. Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in the faculty of Education, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behavior on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behavior is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

1. It shall be an offence for a student intentionally:

a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own, any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member intentionally:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by other than duly established and published criteria.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike intentionally:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to cause by action, threat or otherwise in a classroom, laboratory or examination room, a disturbance, which the member knows or ought reasonably to know, obstructs the teaching of a course or the holding of a test or examination.

4. The following are offences to the extent that they relate to the teaching and learning relationship. It shall be an offence for a faculty member and student alike intentionally:

a) to remove or copy or alter stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system or its peripheral communications devices without proper authorization; or to mutilate, misplace, misfile, install or render inoperable any such information, program, system or device, or in any other way to deprive immediately or at some point in the future without authorization another member or members from using or having access to any such resource;

b) to use in a substantial way any information storage, processor or retrieval facility such as a library, computer, telephone, network or telecommunications system, or facsimile or photocopying equipment, or similar equipment, for any other purpose than that for which privileges of use or access have been granted;

c) to access any University computer, library, or other information storage, processing or retrieval system or any personal academic file without proper authorization.

5. A graduate of the University may be charged with any of the above offences committed intentionally while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who intentionally:

- i) actually commits it;
- ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
- iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
- iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
- v) abets, counsels, procures or conspires with any other person who, if that person were a member,would have committed or have been a party to an offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter.

Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1.)

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is going to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or

sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the above and not involving the submission of academic work, such as those concerning forgery or uttering, library or computer material or library or computer resources, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may handle the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an offence:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   e) denial of privileges to use any facility of the University, including library and computer facilities;
   f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
   g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
   h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   e) denial of privileges to use any facility of the University, including library and computer facilities;
   f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record permanently this sanction. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
   ii) cancellation of academic standing or academic credits obtained by any former student

who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The jury shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the jury considers appropriate.

3. The Tribunal may, if it considers appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.

2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.

3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important part of the life of the University and of its students.

4. The University does not stand *in loco parentis* to its student members, that is, it has no general responsibility for the moral and social behaviour of its students, as if they were its wards. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.

6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.

8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, "student" means a member of the University
   (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
   (ii) registered in any academic course which entitles the member to the use of a University library, library materials, library resources, computer facility or dataset.

10. In the following, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

    Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply. In the case of other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct
(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and**

Procedures: Sexual Harassment and

iii) occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.

(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.

(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.

(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.

(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.

(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.

(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

(b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

> Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

(c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. Aiding in the Commission of an Offence

No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. Refusal to comply with sanctions

No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. **Unauthorized Possession or Use of Firearms or Ammunition**
No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The Chief Administrative Officer of the University has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Hearing Procedures

1. Whenever possible and appropriate, reason and moral suasion shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed annually by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), to investigate complaints made against student members of that division.

3. A Hearing Officer, who may be a student, shall be appointed annually by the council of each division to decide on complaints under this Code made against student members of that division.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on the guilt of the student or students and may impose one or more sanctions as listed below. The accused student or students may be assisted by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

Penalties that directly affect a student's registration in a program, such as suspension or the recommendation for expulsion, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year
6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. **When records are kept**
Records shall be kept for all cases that have proceeded to a hearing and for cases where students have waived the right to a hearing.

2. **Composition of Record**
The Record of Proceedings on Non-Academic Discipline cases shall comprise:
(a) the written report of the Investigating Officer, if any;
(b) the Notice of Hearing (including the offence charged);
(c) documentary evidence filed at a Hearing;
(d) the decision of the Hearing Officer and the reasons therefor.

3. **Publishing of Record**
Decisions of the Hearing Officer, including the name of the respondent, the offence and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

Use of Records
Records of previous convictions may be taken into account in imposing a sanction.

5. **Storage of Records**
The Records of the Proceedings of Non-academic Discipline Hearings shall be stored in the office of the head of the division.

6. **Records of the Investigating Officer**
Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer may be kept and may have a bearing on the decision to prosecute in a future case.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

1. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.

11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.

12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guilt of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.

13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.

14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.

15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

Tuition Fees (1994/95)

Administrative User Fees (1994/95)

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Student Fees	**$**
Academic fee	
Domestic Students	2,228.00
International Students	13,699.00
Campus services	
Domestic Students	388.49
International Students	388.49
Student society fees	
Domestic Students	92.97
International Students	92.97
Total fee payable	
Domestic Students	2,709.46
International Students	14,180.46
Minimum first payment	
Domestic Students	1,818.00
International Students	8,701.00

Part-time Student Fees	
Academic fee per course	
Domestic Students	445.60
International Students	2,740.00
+Campus services	
Domestic Students	116.55
International Students	116.55
+Student society fees	
Domestic Students	43.24
International Students	43.24

+ Payable once per session

NOTE:

1. The minimum first payment for the Faculty of Education program, and outstanding payments for any previous session at U. of T., must be made prior to registration in September or you may not be allowed to register.
2. Commencing September 15, all outstanding balances, regardless of source of payment, are subject to a service charge of 1.5% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal.
4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term. Refer to the Fees Schedule for full details.

Administrative User Fees	**$**
Application fee	60.00
Late registration fee (plus $5.00 per day)	43.00
Re-registration	24.00
Re-instatement	60.00
Official transcripts	6.00
Copy of record	13.00
Duplicate tax receipts	3.00
Letters/Forms of Confirmation	6.00
Advanced Standing Evaluations	57.00
Supplemental examinations (per course)	30.00
Replacement of student card without photo	3.00
Replacement of Calendar	4.00
Calendar for persons not registered in the Faculty	4.00
Petition to re-read examination *	35.00
Petition to recalculate grade *	13.00

* (refundable if the grade is changed in the student's favour)

Library Fees and Fines (1994/95)	**$**
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Lost audiovisual item	Replacement cost plus processing fee
Damaged item	25.00
Overdue fines	
• Regular loans (per day, per item)	.50
• Reserve/Library use items (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Recall (per day, per item)	2.00

Government Financial Aid

Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enroled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from Admissions and Awards, 214 College Street, University of Toronto, (416) 978-7950. Application forms are available from this Faculty and Admissions and Awards. It is strongly recommended that students apply for OSAP assistance prior to May 31.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

Ontario Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Admissions and Awards.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $2000 is available for full-time and part-time OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Ontario Child Care Bursary

This OSAP bursary assists married and sole-support parents with the costs of unsubsidized child care. Applicants must have qualified for OSAP and can be enroled in either full-time or part-time studies. Information and applications are available from Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation. Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a Faculty of Education who are prospective members of FWTAO (P/J division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the value of the annual income will be made to graduates of the teacher education program who are continuing in a Ministry of Education and Training certification course in Special Education at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated inancial need and who perform a service benefitting children in the Institute Laboratory School. The application deadline is September 30.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

One or more awards to the value of the annual income will be made by the Faculty Awards Committee to persons admitted to the Intermediate/Senior Division in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968.

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in a Ministry of Education and Training additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in the Faculty of Education in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

One or more awards to the value of the annual income will be made by the Faculty Awards Committee to the person admitted to the Intermediate/Senior division in the Faculty of Education, teacher education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1, from persons admitted for the following academic year to the Intermediate/Senior division of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

R. D. Phillips Memorial Loan Fund
This fund was established with contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R. D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technological Studies Program who demonstrate financial need. Applications should be made to the Awards Committee of the Faculty.

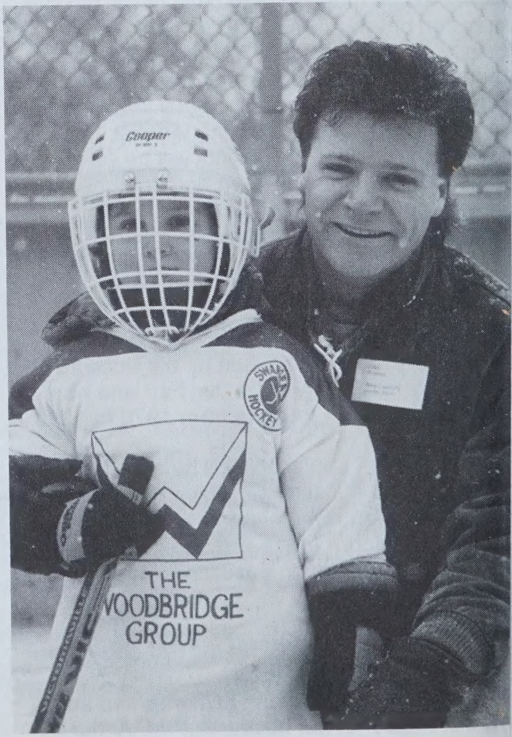
Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto.

One or more awards to the value of the annual income of the endowment will be granted by the Faculty Awards Committee to a person or persons admitted to the Faculty of Education, teacher education program in the Primary/Junior Division who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the Faculty Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior Division, teacher education program and who apply for the award. The application deadline is July 1.

Percy H. Taçon Memorial Bursary
This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970.

The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the Awards Committee of the Faculty by November 1.



The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/ Senior program who most demontrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Faculty. Nominations for this award may be made to the Awards Committee by staff and students of the Faculty by a deadline established each spring.

Faculty of Education Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year of the teacher education program.

Institute of Child Study Honours List

Diploma in Child Study students who graduate with an A in each academic course and CR in each practicum course are described as graduates "With Honours".

NOTE: Unless otherwise stated, when an award has an endowment the value of the annual award or awards will be determined by the annual income of the endowment.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Mark A. R. M. Crowe Memorial Award

This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History/Politics program who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income.

James W. Fair Award in Elementary Education

This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study.

The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of the Faculty, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship
Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence
The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Faculty's teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award
This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R. J. McMaster Award
This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education
Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. One or more fellowships shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Council of the Faculty of Education, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

P. A. Petrie Huron County Scholarship
This award was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award
This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974.

The award will be made annually to the student in the Faculty's teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the Program of the Faculty of Education.

A. P. Seggie Memorial Award
The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Vocal Music (The Changing Voice)
This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Award Winners 1993-94

Primary/Junior Award of Honour
Jung Hyun Choi

Junior/Intermediate Award of Honour
Catherine Kavassalis

Intermediate/Senior Award of Honour
Carol Anne McClelland

Award for Outstanding Contribution to the Life of the Faculty
No award

Arnolds Balins Award/Geography
Richard Allan Feldman

Mark A. R. M. Crowe Memorial Award/History and Political Science
Karen Joan Burton

Jeffrey Drdul Memorial Award in Special Education
Catherine Mary Leaver
Dean Anthony Irvine
Bryan William Smith

Faculty of Education Commendation
Christopher William Aitken
Brian Farley Blattberg
Christine Helen Brown
James Edward Burbidge
Carmela Catapano
Antonella Conte
Mark Anthony Cossarin
Mark James Gibson
Elizabeth Victoria Holmes
Laura Anne Ippolito
Dean Anthony Irvine
Charles George Kellen
Philbert Lem
Zenaida Maria Pereira
Tani Nibedita Purohit
Bryan William Smith
Dean Patrick Spence
Denise Sharonmay Steadman

Student Members of the Employment Preparation Conference Committee
Student Members of the Forum for Health and Social Issues
Student Members of T.I.E.D. (Teachers Interested in Educational Diversity)

James W. Fair Award in Elementary Education
James Norman Le Maitre

Prof. Arthur Louden Memorial Entrance Scholarship in Education
James Edward Burbidge
John Alexander Chevary
Michele Maria Faux
Julie Anne Wideman

R. J. McMaster Award/English
No award

O.E.C.T.A. Award of Excellence
Michael Keith Bozzo
Nunzio Del Giudice
Jodie Ann Lyn

William Pakenham Fellowship in Education
James Alexander Fowlie
Mairi Therese Warnock
Gina Valle

Morgan Parmenter Award in Guidance
Carol Ann Sapiano
Rosa Maria Spada

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Colleen Rose Gowan

P. A. Petrie Huron County Scholarship/Mathematics and/or Science
Adam Robert O'Boyle

R. Darrel Phillips Award/Technological Studies
Serge Edgar Brochu

Bertha and Howard Robertson Entrance Scholarship in Primary Junior Education
Dennis Robert Marton

Alexander Pringle Seggie Award
Denise Sharonmay Steadman
James Edward Burbidge

A. P. Seggie Memorial Award/Business
Elizabeth Jean Wilson

Percy H. Taçon Memorial Bursary
Deina Carol-Ann Burley

Don Wright Scholarship in Music Education
Mark Henderson Crawford

Don Wright Scholarship in Vocal Music
Inga Etti Toi

Leighton McCarthy Memorial Scholarship
Kevin Joseph Battaglia

Leighton McCarthy Memorial Scholarship
Judith Tomlinson

THE GREENHOUSE EFFECT
HEAT
TAKE HOLD OF RIVERS!
GARBAGE PATROL!

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, and computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library

The Library supports the Faculty's various programs by providing a wide range of services and materials to its students. In addition to circulation services, the Library offers reference assistance to aid students in locating information for their courses and for practice teaching. The Library's collections are contained in two areas, the Information Resource Centre and the Media Resource Centre.

The Information Resource Centre houses the Library's print resources. This collection includes books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, and special education. Ministry of Education and Training documents include commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry of Education and Training guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools. The Information Resource Centre also offers access to CD-ROM computer periodical searching.

The Media Resource Centre holds an extensive audiovisual collection of video-tapes, films, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software which is available to students for use both at the Faculty and in their practice teaching assignments. Equipment is located in the Centre for previewing these materials. Audiovisual equipment is also available for loan. The Media Resource Centre provides facilities for video editing, slide, videotape and audiotape duplication, and video/audio format transfers.

Faculty of Education, Technology for Enhancing Learning (TEL) Centre

A co-operative venture between FEUT and TVOntario, the TEL Centre seeks to promote the appropriate use of technology, particularly television and computers, in all aspects of FEUT activity. The Centre offers a number of direct services to students, and can put students in touch with other FEUT or University resources to meet their technological needs. Some of these include:

- access to a variety of computers which support wordprocessing, database, spreadsheet and instructional applications.
- workshops on topics ranging from operating the technology to incorporating student use of television and computers into lesson plans.
- access to a variety of multimedia production and viewing resources which support interactive video, telecommunications and computer graphics.

More information on how the TEL Centre and its staff can enhance effectiveness as a student and future teacher can be obtained from the TEL Centre, Room 343 of the Faculty.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460). Through their Union, the students have representatives on the Council of the Faculty, its committees and the Faculty's Alumni Association. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 26 in co-operation with the Student Union, organizes all student events and activities. Individual student counselling is also available through this department in Room 26 (978-8157)

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Student Services

Information on all major student services and facilities is provided in the handbook, **'Blue Pages'**. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service

The University of Toronto Housing Service on the St. George campus maintains lists of off-campus housing consisting of rooms, apartments and houses. Cost of a shared room in a house or apartment will average $300-$350. Bachelor, one or two bedroom apartments range from $400-$500, $550-$700 and $750-$900, respectively. Lists of residences together with address and phone number, cost and eligibility criteria can also be sent to students on request. On average, with meals, residence will cost approximately $4,700 to $5,700 for the eight-month, academic session. Residences providing cooking facilities but no meal plan will cost approximately $2,800. Unfurnished university apartments are available for full-time students but priority is given to couples, couples with children and single parents. Rent for university family housing will average $385 to $630 depending on the location and size of the units. Applications for these units should be obtained from the University of Toronto Housing Service and submitted twelve to sixteen months before the required date of occupancy depending on the type of accommodation requested.

Contact the Housing Service at: The Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 1R2. Telephone (416) 978-8045. FAX (416) 978-1616.

Aboriginal Student Housing

The Office of Aboriginal Student Services and Programs at the University of Toronto is pleased to offer private accommodation to the aboriginal students attending the University in full-time undergraduate or graduate programs in any of the University's faculties. There are six single, furnished rooms available from September to May in a detached home within walking distance of the University. Students interested in this type of accommodation are requested to write to the Office of Aboriginal Student Services and Programs, University of Toronto, 150 College Street, Toronto, Ontario, M5S 1A1, or telephone (416) 978-8227.

Career Counselling and Placement

The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Family Care Advisor

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, a newsletter and guest speakers. The drop-in resource centre contains a library of material on family issues.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

Special Services to Persons with a Disability

Special Services offers liaison with academic and administrative departments and off-campus agencies. The service provides advocacy and support for students with a wide range of hidden and obvious disabilities and health considerations, and incorporates a learning disability division. Facilities include provision of adaptive devices and equipment, tutoring, notetaking and alternative exam conditions for those eligible, on-campus transportation where appropriate, access to computer labs, and personal and career counselling. The objective of the service is to facilitate the inclusion of students with special needs into all aspects of university life. Students are encouraged to discuss their individual needs with a member of the Special Services staff, and all discussions are confidential. Special Services also provides information and resource material on health conditions, and disability related issues.

The office is located in the Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 2Z9. Liaison officers are available at Scarborough and Erindale Colleges. For more information please call: (416) 978-8060, (416) 978-1902 (T.D.D.) or (416) 978-8246 (FAX).

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

Erindale College

Exceptionality in Human Learning
A three or four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

Scarborough College

Cognitive Science
A four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

The Early Teacher Project
A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the Faculty of Education Bachelor of Education degree (for grades 7 to 12).

FACULTY OF MUSIC

Music Education
A four year undergraduate degree program in music education recommended for music applicants to the Faculty of Education B. Ed. degree program.

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

Physical and Health Education
A four year undergraduate degree program recommended for physical and health education applicants to the Faculty of Education B. Ed. degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language
A program of interest to applicants for teacher education and to those who wish to teach in this particular field of education.

SCHOOL OF GRADUATE STUDIES

Ontario Institute for Studies in Education (O.I.S.E.)
Graduate degrees in education at the masters and doctoral levels granted through the University of Toronto. These degrees do not carry Ontario teacher certification but may assist those applying to the Faculty of Education B. Ed. degree program. They are also of interest to persons holding teacher certification.

Degrees Offered by the University 1994/95

Undergraduate Degrees	Faculty/School
Bachelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
Bachelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
Bachelor of Arts (B.A.)	Arts & Science & Scarborough College
Honours Bachelor of Arts (Hon. B.A.)	Arts & Science & Scarborough College
Bachelor of Commerce (B.Com.)	Arts & Science & Scarborough College
Bachelor of Science in Dentistry (B.Sc.D.)	Dentistry
Bachelor of Education (B.Ed.)	Education
Bachelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
Bachelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
Bachelor of Science (B.Sc.)	Arts & Science & Scarborough College
Honours Bachelor of Science (Hon. B.Sc.)	Arts & Science & Scarborough College
Bachelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
Bachelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
Bachelor of Science (Biomedical Communications) (B.Sc.BMC)	Medicine
Bachelor of Science in Forestry (B.Sc.F.)	Forestry
Bachelor of Laws (LL.B.)	Law
Bachelor of Music (Mus. Bac.)	Music
Bachelor of Music in Performance (Mus. Bac. Perf.)	Music
Bachelor of Science in Nursing (B.Sc.N.)	Nursing
Bachelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
Doctor of Dental Surgery (D.D.S.)	Dentistry
Doctor of Medicine (M.D.)	Medicine
Doctor of Pharmacy (Pharm.D.)	Pharmacy

Graduate Degrees:

The School of Graduate Studies is responsible for all graduate studies and for developing and implementing appropriate regulations and operating procedures. Each student is enrolled in one of the graduate departments/ centres/institutes which offer graduate study and in the case of combined programs, one of the faculties.

Degree	Department/Centre/ Institute
Master of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering Geology
Master of Engineering (M.Eng.)	Departments in Applied Science & Engineering
Master of Arts (M.A.)	Departments in Arts and Science Comparative Literature Program Criminology Education (O.I.S.E.) History and Philosophy of Science and Technology Medieval Studies Music Russian and East European Studies South Asian Studies
Master of Arts in Teaching (M.A.(T))	Education
Master of Business Administration (M.B.A.)	Management
Master of Business Admin. &Bachelor of Laws (MBA/LLB.)	Management/Law (Faculty of)

Master of Education (M.Ed.)	Education (O.I.S.E.)
Master of Divinity (M.Div.)	Toronto School of Theology
Master of Health Science (M.H.Sc.)	Biomedical Engineering
	Clinical Biochemistry
	Community Health
	Speech Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Library Science (M.L.S.)	Library and Information Science
Master of Information Science (M.I.S)	Library and Information Science
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Nursing (M.N.)	Nursing Science
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Medical Science
	Dentistry
	Nursing Science
	Pharmacy
Master of Science in Forestry (M.Sc.F.)	Forestry
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Master of Social Work & Bachelor of Laws (M.S.W./LL.B.)	Social Work/Law (Faculty of)
Master of Religious Education (M.R.E.)	Toronto School of Theology
Master of Religion (M.Rel.)	Toronto School of Theology
Master of Philosophy (Phl.M.)	Departments in Arts & Science
Master of Theology (Th.M.)	Toronto School of Theology
Doctor of Education (Ed.D.)	Education (O.I.S.E.)
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Education (O.I.S.E.)
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Library & Information Science
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work
Doctor of Philosophy and Doctor of Dentistry (Ph.D./D.D.S.)	An appropriate department/ Dentistry (Faculty of)
Doctor of Philosophy and Bachelor of Laws (Ph.D./L.L.B.)	Philosophy/Law (Faculty of)
	Economics/Law (Faculty of)
Doctor of Philosophy and Doctor of Medicine (Ph.D./M.D.)	An appropriate department/ Medicine (Faculty of)
Doctor of Theology (Th.D.)	Toronto School of Theology

Degrees Offered by the University 1994/95

Undergraduate Certificate/Diploma Programmes	Faculty/Department/ Centre/Institute
Diploma in Technological Education	Education
Certificate in Business	Woodsworth
Certificate in Criminology	Woodsworth
Certificate in Law Enforcement & Administration	Woodsworth
Certificate in Personnel & Industrial Relations	Woodsworth
Certificate in Teaching English as a Second Language	Woodsworth
Artist Diploma	Music
Licentiate Diploma	Music

Graduate Certificates/Diploma Programmes	Faculty/Department/ Centre/Institute
Diploma in Dental Anaesthesia	Dentistry
Diploma in Dental Public Health	Dentistry
Diploma in Endodontics	Dentistry
Diploma in Oral Pathology	Dentistry
Diploma in Oral Radiology	Dentistry
Diploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
Diploma in Orthodontics	Dentistry
Diploma in Paediatric Dentistry	Dentistry
Diploma in Periodontics	Dentistry
Diploma in Prosthodontics	Dentistry
Diploma in Child Study	Education
Diploma in Resource Management	Forestry
Diploma in Anaesthesia	Medicine
Diploma in Child Psychiatry	Medicine
Diploma in Clinical Chemistry	Medicine
Certificate in Teaching of Occupational Therapy	Medicine
Diploma in Opthalmic Science	Medicine
Certificate in Teaching of Physical Therapy	Medicine
Diploma in Psychiatry	Medicine
Certificate in Public Health	Medicine
Diploma in Industrial Health	Medicine
Diploma in Radiation Oncology	Medicine
Diploma in Operatic Performance	Music
Diploma in Business Administration	Woodsworth/Management
Diploma in Gerontology	Woodsworth
Diploma in Social Work Research	Social Work

NOTE: Graduate diplomas and certificates are not part of the School of Graduate Studies

Student Exchange Programs Offered by the University 1994/95

The University of Toronto operates several institution-wide student exchange programs:

University of Hong Kong
Chinese University of Hong Kong
University of the West Indies (Jamaica, Trinidad, Barbados)
Kyoto University, Kyoto, Japan
Humboldt University, Berlin, Germany

The University of Toronto also participates in two region to region student exchanges:

Ontario/Baden-Württemberg, Germany Student Exchange
Ontario/Rhône-Alpes, France Student Exchange

For further information regarding the above exchange programs, please contact the Institute for International Programs, Simcoe Hall, Room 10A, 27 King's College Circle, 978-4800

Officers of the University (partial listing)

Chancellor
R. Wolfe, B.A.

Chair, Governing Council
A.P. Castrilli, B.S., M.A., Ph.D., LL.B.

President
J.R.S. Prichard, M.B.A., LL.B., LL.M.

Vice-President & Provost
A. Sedra, B.Sc., M.A.Sc., Ph.D.

Vice-President, Business Affairs and Chief Administrative Officer
T.B.A.

Vice-President, Department of Development and University Relations
J. Dellandrea, B.A., M.Ed., Ed. D.

Vice-President, Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President, Research
H. Munroe-Blum, B.A., B.SW., M.SW., Ph.D.

Vice-Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost, Relations with Health Care Institutions
A. Aberman, M.D., F.R.C.P., (C)

Vice-Provost, Staff Functions
T.B.A.

Assistant Vice-President (Planning) and University Registrar
D.W. Lang, B.A., M.A., Ph.D.

Assistant Vice-President, Research Relations & Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Assistant Vice-President, Operations and Services
J. Oliver, B.Com., M.Sc.

Assistant Vice-President, Finance
R.G. White, C.M.A.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

University Ombudsperson
E. Hoffman, B.A.

Status of Women Officer
R. Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards
K.J. Swift, B.Sc., M.Ed.

Director of Alumni and Community Relations
R. Frankle, B.A.

Director of Athletics and Recreation
I. McGregor, B.Sc., Ph.D.

Director of Career Centre
M. Van Norman, B.A., M.A.

Director of Family Housing
E. Giles (Acting)

Director of Off-Campus Housing
P. Karimalis (Acting)

Director of International Student Centre
E. Patterson, B.A.

Director of Special Services to Persons with a disability
E. Barbeau

Warden of Hart House
P. Turner, B.A., M.A.

Director, Office of Aboriginal Student Services and Programs
D. Longboat, B.A., B.Ed., M.Ed.

Director of Counselling and Learning Skills Centre
D.M. Graham, B.A., Ph.D.

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

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Notes

CALENDAR 1994

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S353-12

FACULTY OF EDUCATION
UNIVERSITY OF TORONTO

1995/97

TWO-YEAR PILOT PROGRAM

BACHELOR OF EDUCATION/ ONTARIO TEACHER'S CERTIFICATE IN TEACHING AND LEARNING

ELEMENTARY - Primary/Junior and Junior/Intermediate

SECONDARY - Intermediate/Senior

Faculty of Education
University of Toronto
371 Bloor Street West (at Spadina)
Toronto, Ontario M5S 2R7

Office of the Registrar

Two-Year Pilot Program
Bachelor of Education/Ontario Teacher's Certificate in Teaching and Learning

ELEMENTARY - Primary/Junior and Junior/Intermediate
SECONDARY - Intermediate/Senior

Admissions	978-8833
Registered Students	978-5990
Transcripts and Records	978-5577
FAX	971-2755

- The information in this booklet is specific to the Two-Year Pilot Program. All other information and regulations contained in the Faculty Calendar which apply to the One-Year Program also apply to students enrolled in this Pilot Program.

- The content, structure and intent of the Two-Year Pilot Program require that those admitted complete the program on a full-time basis. Furthermore, once registered, the students in the Two-Year Pilot Program will not be considered for transfer to the One-Year Program at any time.

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4 Admission Requirements
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6 Program Features
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11 Regulations - Grading Practices Policy
14 Regulations - Appeal Procedures

Sessional Dates 1995/96 (Year One)

1995	
September 4	Faculty Closed - Labour Day
September 6	Registration - Elementary Program
September 7	Registration - Secondary Program
September 11	Classes Begin
October 9	Faculty Closed - Thanksgiving Day
October 31	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions for 1st Term
December 15	Classes End
December 18-21	Special Projects/Examinations
December 22	Faculty Closed - Social Contract Day
1996	
January 1	Faculty Closed - New Year's Day
January 2	Faculty Closed - Social Contract Day
January 8	Classes Resume
January 12	Second Installment of Year One Fees Due
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions for 2nd Term
March 4 - 8; 18 - 21	Annual Student Art Exhibition
March 4-8	Annual Children's Musical
March 11-15	Winter Break - No Classes
March 29	Deadline for Withdrawal Without Academic Penalty
April 5	Faculty Closed - Good Friday
April 26	Classes End
April 29-May 3	Special Projects/Examinations

NOTE: Sessional dates for year two of the program (1996/97) will be distributed prior to July, 1996.

In January 1995, the Royal Commission on Learning released its final report , **For the Love of Learning**. One of its recommendations was "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and issued a call for proposals for two-year, pre-service teacher education pilot programs to begin in September 1995.

In response to this call a program based on six key images of the effective teacher (see page 5) was approved by Faculty Council and the University's Academic Board. The program is in effect for the period of the pilot project only (1995-1997) and is available to up to 60 Elementary (Primary/Junior or Junior/Intermediate) students and up to 60 Secondary (Intermediate/Senior) students whose major teaching subject is one of English, History, Mathematics, or Science - General.

QUALIFICATIONS OBTAINED UPON SUCCESSFUL COMPLETION

At the end of the two-year program, those students who have successfully completed all program requirements will be awarded a Bachelor of Education degree and , those eligible, will be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate. In compliance with existing regulations, the recommendation will be for a qualification in one of Primary/Junior, Junior/Intermediate or Intermediate/Senior education.

NOTE:

- There is no graduate course credit awarded.
- Only those candidates who are Canadian Citizens, Landed Immigrants, or who have permission to work as teachers in Ontario, are eligible to receive the Ontario Teacher's Certificate.

ADMISSION REQUIREMENTS

The following requirements recognize the academic, linguistic, computer, and experiential preparation necessary to successfully address the demands of the program.

Academic

- An appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university.
- High academic standing, normally demonstrated by an average grade in the final year, or over senior level courses, equivalent to a University of Toronto mid-B or better.
- For Intermediate/Senior applicants, a minimum of five full university degree credit courses or equivalent in one of the four major Curriculum and Instruction (C & I) subjects offered in the pilot program - English, History, Mathematics, Science - General. For the second (minor) Curriculum and Instruction subject, prerequisites which are required for the one-year B.Ed./O.T.C. program are required for this program as well.
- For Junior/Intermediate applicants, the prerequisites which are required for the Curriculum and Instruction subject for the one-year B.Ed./O.T.C. program are required for this program as well.
- For Primary/Junior students there are no Curriculum and Instruction prerequisites.

Language Proficiency

- Evidence of oral and written proficiency in English as specified in the Faculty's English Language Proficiency Policy.
- For Intermediate/Senior applicants whose second (minor) Curriculum and Instruction subject is French, Italian, Spanish, or German, and for Junior/Intermediate applicants whose Curriculum and Instruction subject is French, demonstrated proficiency in speaking and writing the language is required.

Experience

- A satisfactory Applicant Profile, which offers evidence of a special interest in teaching, some understanding of the nature of learning, and some evidence of relevant experience with children and adolescents.
- A satisfactory interview with the Pilot Program Admissions Committee.

Key Images

The following are six key images of the effective teacher which inform the design of the Bachelor of Education/Ontario Teacher's Certificate Two-Year Pilot Program in Teaching and Learning.

1. Working with **all** students in an equitable, effective and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner.

2. Being active learners who continuously seek, assess, apply and communicate knowledge as reflective practitioners throughout their careers.

3. Developing and applying knowledge of curriculum, instruction, principles of learning, the use of technology, and evaluation needed to implement and monitor effective and evolving programs for all learners.

4. Initiating, valuing and practising collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies.

5. Appreciating and practising the principles, ethics and legal responsibilities of teaching as a profession.

6. Developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal and global contexts of education.

PROGRAM FEATURES

- Emphasis in year one is on **fundamental skills and knowledge in teaching and learning**, followed by an emphasis in year two on refining and extending these skills and knowledge through **specialization and intensive school experiences (internship)**;
- A coherent structure which links theory and practice through two interrelated strands - **Learners, Curriculum, and Classrooms,** and **Teachers, Schools, and Society** ;
- An **inquiry-oriented** approach to improving practice;
- Extended practical assignments which include **a minimum of 150 days in classrooms and schools** over the two-year period;
- Cohorts of students and staff where **school and university-based faculty form a partnership** to plan, coordinate, and deliver the program; and
- **Dedicated academies** where the staff in 6 - 10 schools work with a cohort of students and faculty members to support the development of teachers and schools.

PROGRAM OF STUDY

The Elementary (Primary/Junior - Junior/ Intermediate)and Secondary (Intermediate/ Senior)programs are similar in structure. Each year involves five one-credit courses and a series of field experiences.

NOTE:
Candidates who lack competency in the use of computers for word processing, using spreadsheets and data bases, file handling, and running educational programs are required to pass a non-credit course during the first semester of the program. Candidates will enrol in this course, given by the Faculty of Education's Technology for Enhancing Learning Centre (T.E.L. Centre), at the time of registration in September.

YEAR ONE

Candidates take **three courses** in the **Learners, Curriculum, and Classrooms** strand and **one course** in the **Teachers, Schools, and Society** strand. They also have a **graded Practicum**, consisting of an orientation week, two four-week blocks, and the equivalent of five weeks before and after the two blocks in course-related activities in classrooms and schools.

NOTE:
Candidates must successfully complete Year One of the program before they will be allowed to proceed to Year Two.

YEAR TWO

Candidates take **two courses** in the **Learners, Curriculum, and Classrooms** strand and **two courses** in the **Teachers, Schools, and Society** strand. They also have **an extended Internship** for credit, consisting of an orientation week, two six-week blocks, and the equivalent of seven weeks before and after the blocks in project-based activities in classrooms and schools. In addition, candidates will be required to successfully complete a **Comprehensive Examination** at the end of year two.

The sequence of courses in elementary and secondary education are similar, though the name and orientation of some courses differ in ways that reflect the priorities in each program. The following table lists the courses by program - Elementary: Primary/Junior - Junior/Intermediate Secondary: Intermediate/Senior - and by year:

COURSE LIST

YEAR ONE

ELEMENTARY		SECONDARY	
COURSE NUMBER	COURSE NAME	COURSE NUMBER	COURSE NAME
EDU3500Y	Diverse Learners, Diverse Classrooms	EDU3500Y	Diverse Learners, Diverse Classrooms
EDU3501Y	Elementary School Curriculum	EDU3502Y	Secondary School Curriculum
EDU3503Y	Integrated Elementary Curriculum	EDU1530Y	Secondary Curriculum Specialization (Major)
EDU3504Y	Teacher Inquiry and Teacher Development	EDU3504Y	Teacher Inquiry and Teacher Development
EDU4510Y	Practicum in Teaching and Learning	EDU4510Y	Practicum in Teaching and Learning

(ASSESSMENT AT END OF FIRST YEAR)

YEAR TWO

EDU1820Y or EDU1850Y	Primary/Junior or Junior/Intermediate Education	EDU1810Y	Secondary Curriculum Specialization (Minor)
EDU1811Y	Elementary Curriculum Specialization	EDU1830Y	Secondary Curriculum Specialization (Major): Advanced Seminar
EDU3810Y	School Improvement	EDU3810Y	School Improvement
EDU3811Y	Changing Context of Education	EDU3811Y	Changing Context of Education
EDU4820Y	Internship	EDU4820Y	Internship

(COMPREHENSIVE EXAMINATION AT END OF SECOND YEAR)

COURSE DESCRIPTIONS

The following descriptions outline the orientation and core content areas of courses in each year. In each case the numeral in brackets indicates the number of lecture hours per week.

YEAR ONE

STRAND: LEARNERS, CURRICULUM, AND CLASSROOMS

Diverse Learners, Diverse Classrooms EDU3500Y (4 hours)
Through this course students will address the increasing diversity in back-ground, circumstance, and capability of today's learners. They will focus on: human development; differences in physical, emotional, behaviour, and learning ability; and differences in gender, socio-economic, cultural, and racial representation. Students will develop the capacity to create responsive and inclusive classrooms.

Elementary School Curriculum EDU3501Y (4 hours)
Students in this course will examine the differentiated and interactive dimensions of the elementary school curriculum. They will focus on the key elements of the major disciplines: Arts (dance, music, drama, visual arts), Language Arts, Mathematics, Physical and Health Education, Science, Social Studies, and Technology Education. Students will develop the capacity to design and apply defensible curriculum and instructional strategies.

Integrated Elementary Curriculum EDU3503Y (4 hours)
In this course students will study the rationale for approaches to constructing coherent and connected curriculum experiences. They will focus on the nature of integration, on multidisciplinary, interdisciplinary, and non-disciplinary strategies, on across-the-curriculum themes and processes, and on building productive classroom communities. Students will develop the capacity to use different forms of integrative practice.

Secondary Curriculum Specialization (Major) EDU1530Y (4 hours)
In these courses Intermediate/Senior students will address the pedagogical dimensions of a selected Curriculum and Instruction subject in relation to adolescent learners. They will focus on the key elements - concepts, knowledge, skills; strategies for teaching the subject and assessment models; guidelines, resources, technology - of the Curriculum and Instruction subjects in intermediate and senior classrooms. Students will develop the capacity to create and engage in appropriate and effective teaching, learning, and assessment practices in the selected Curriculum and Instruction subjects.

Intermediate/Senior students will choose one of the following Curriculum and Instruction subjects available for the 1995/97 Program:

- English (First Language)
- History
- Mathematics
- Science - General.

Prerequisites: Five university courses (15 credits) in the selected Curriculum and Instruction subject.

Secondary School Curriculum EDU3502Y (4 hours)
Intermediate/Senior students in this course will examine the interactive dimensions of the secondary school curriculum. They will focus on interdisciplinary strategies, the common curriculum, across-the-curriculum themes and processes, and building productive classroom communities. Students will develop the capacity to make justifiable connections between and across disciplines.

STRAND: TEACHERS, SCHOOLS, AND SOCIETY

Teacher Inquiry and Teacher Development EDU3504Y (4 hours)
In this course students will address research about teachers, teaching, and teacher development. They will examine the rights and responsibilities of teachers, alternative perspectives on teaching and learning, and the critical dimensions of and stages in professional development. They will also receive training in basic research skills and strategies, apply models of personal and collaborative inquiry, and adapt self-directed and collaborative teacher development approaches. Students will develop the capacity to conduct responsible and relevant inquiries in teaching and learning and to devise effective classroom-based and school-based teacher development strategies.

PRACTICUM

Practicum in Teaching and Learning EDU4510Y
This course will be linked to both the **Learner, Curriculum, and Classroom** and the **Teachers, Schools, and Society** strands. It involves an orientation week, two four-week blocks, and some additional days before and after these blocks in course-related activities in designated schools. The practicum will provide a context for the performance requirements of year one courses.

YEAR TWO

STRAND: LEARNERS, CURRICULUM, AND CLASSROOMS

Primary/Junior EDU1820Y (4 hours)
Students will specialize in Primary/Junior Education. In these courses students will refine and extend the content studied in the courses **Elementary School Curriculum, EDU3501Y** and **Integrated Elementary Curriculum, EDU3503Y** in the context of Primary/Junior classrooms. They will focus on adaptive instruction with diverse and "at risk" learners, advanced practice in the major disciplines and in the integrated curriculum, and current issues and directions in Primary/Junior education. Students will enhance their capacity to choose and engage in appropriate and effective teaching, learning, and assessment practices, in part, through the school-based project, "Improving Classroom Practice".

Junior/Intermediate Education EDU1850Y (4 hours)
Students will specialize in Junior/Intermediate Education. In these courses students will refine and extend the content studied in the courses **Elementary School Curriculum, EDU3501Y** and **Integrated Elementary Curriculum, EDU3503Y** in the context of Junior/Intermediate classrooms. They will focus on adaptive instruction with diverse and "at risk" learners, advanced practice in the major disciplines and in the integrated curriculum, and current issues and directions in Junior/ Intermediate education. Students will enhance their capacity to choose and engage in appropriate and effective teaching, learning, and assessment practices, in part, through the school-based project, "Improving Classroom Practice".

Elementary Curriculum Specialization EDU1811Y (4 hours)
This course will provide students with the opportunity for an in-depth examination of one Curriculum and Instruction subject previously introduced in the courses, **Elementary School Curriculum, EDU3501Y** and **Integrated Elementary Curriculum, EDU3503Y.** Students will focus on themes, structures, systems, and strategies unique to the selected program area or Curriculum and Instruction subject.

Primary/Junior students will choose one program area from:
- Language, the Arts, Self and Society **or**
- Mathematics, Science, and Technology.

Junior/Intermediate students will choose one Curriculum and Instruction subject from:
- Dramatic Arts
- English(First Language)
- Family Studies
- French(Second Language)
- Geography
- History
- Mathematics
- Music
- Physical and Health Education
- Science - General
- Visual Arts.

Prerequisites for Junior/Intermediate Curriculum and Instruction subjects : Three university courses (9 credits) in the selected Curriculum and Instruction subject **and,** if the selected Curriculum and Instruction subject is French(Second Language), demonstrated proficiency in speaking and writing the language.

Secondary Curriculum Specialization (Minor) EDU1810Y (4 hours)
In these courses, Intermediate/Senior students will address the pedagogical dimensions of a selected Curriculum and Instruction (C & I) subject in relation to adolescent learners. They will focus on the key elements - concepts, knowledge, skills; teaching strategies and assessment models; guidelines, resources, technology - of the selected Curriculum and Instruction subject in intermediate and senior classrooms. Students will develop the capacity

to create and engage in appropriate and effective teaching, learning, and assessment practices in the selected Curriculum and Instruction subject.

Intermediate/Senior students will choose one of the following Curriculum and Instruction subjects. See Calendar pages 15 - 21 for descriptions.

Prerequisites: Three university courses (9 credits) in the selected subject **and,** if the selected subject is French (Second Language) or International Languages, demonstrated proficiency in speaking and writing the language.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Science (General) EDU1300
Visual Arts EDU1010

Secondary Curriculum Specialization (Major) Advanced Seminar EDU1830Y (4 hours)

Through this course Intermediate/Senior students will refine and extend the content of the course **Secondary Curriculum Specialization (Major), EDU1530Y.** They will focus on adaptive instruction with diverse and "at risk" learners, advanced practice in the Curriculum and Instruction (C & I) subject, and current issues and directions of the discipline in the secondary school curriculum. Students will enhance their capacity to make effective curriculum decisions in the Curriculum and Instruction (C & I) subject in part, through the school-based project, "Improving Classroom Practice".

Prerequisite: Secondary Curriculum Specialization (Major), EDU1530Y

STRAND: TEACHERS, SCHOOLS, AND SOCIETY

School Improvement EDU3810Y (4 hours)

In this course students will investigate the critical role of teachers in school improvement. They will focus on the school as a workplace, change agent skills and strategies, and organizational effectiveness. Students will enhance their capacity to bring about significant changes in classroom and school practices through the project, "School-Based Development".

Changing Context of Education EDU3811Y (4 hours)

This course will enable students to analyze the interrelated conditions that shape educational change. They will focus on the purposes, challenges, and comparative perspectives on schooling, philosophical issues and orientations, and the foundations of educational reform. Students will enhance their capacity to influence the reform of education in the context of ongoing technological, cultural, and social change.

INTERNSHIP

Internship EDU4820Y

This course will be linked to both the **Learners, Curriculum, and Classrooms** and the **Teachers, Schools, and Society** strands. It will involve an orientation week, two six-week blocks, and some additional days before and after these blocks in a designated school. The extended field placement will provide a context for the two major projects, "Improving Classroom Practice" and "School-Based Change".

REGULATIONS

GRADING PRACTICES POLICY FOR THE TWO-YEAR BACHELOR OF EDUCATION/ONTARIO TEACHER'S CERTIFICATE PILOT PROGRAM IN TEACHING AND LEARNING

In accordance with the University of Toronto Grading Practices Policy approved by Governing Council on May 10, 1990, the Faculty of Education Grading Practices Policy is as follows:

A. EVALUATION PROCEDURES - COURSES

(See section B for the evaluation procedures for the Internship course and section C for the evaluation procedures of the Comprehensive Examination)

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

   i) a list of all requirements, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) a statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed first by the Dean's Review Committee which may seek clarification of apparent anomalies, and, when necessary, may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

B. EVALUATION PROCEDURES - INTERNSHIP COURSE

The evaluation of student performance in the Internship course will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students. This statement will be available to all students before the beginning of the Internship course.

2. An interim written performance evaluation not later than the mid-point of the Internship course.

3. Written documentation of the final assessment of the Internship course.

C. EVALUATION PROCEDURES - COMPREHENSIVE EXAMINATION

The evaluation of student performance for the Comprehensive Examination will include the following:

1. A formal statement describing the components and the evaluation process for each component, including the criteria to be used in assessing the performance of students. This statement will be available to all students at the beginning of Year One.

D. CONDITIONS FOR FINAL STANDING

1. Grades for the Comprehensive Examination at the end of Year Two and in all courses except the Internship course will be reported in the refined letter grade scale of A+, A, A-, B+, B, B-, and FZ. Grades in the Internship course will be reported as a Credit (CR) or as a No Credit (NCR).

2. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

GRADE SCALE FOR ACADEMIC COURSES

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
FZ	Inadequate	00 - 69%	35%

GRADE SCALE FOR INTERNSHIP COURSE - Credit/ No Credit (CR/NCR)

Letter Grade	Grade
CR	Credit
NCR	No Credit

3. Registration in Year Two is dependent upon successful completion of all Year One work.

4. To be recommended for the Bachelor of Education degree in the Two Year Teaching and Learning program and the Ontario Teacher's Certificate a student must successfully complete the ten required full courses, and attain at least:

   i) a Credit (CR) in the Internship course
   ii) a minimum of a B- grade in all other courses
   iii) a minimum of B- grade on all components of the Comprehensive Examination at the end of Year Two.

E. SUPPLEMENTAL PRIVILEGES

1. A student may be granted supplemental privileges in a course in which an **FZ or an NCR** has been received. This privilege is limited to a maximum of two courses per year.

2. A student may be granted supplemental privileges for any component of the Comprehensive Examination for which an **FZ** has been received.

3. Application for supplemental privileges for all courses or components of the Comprehensive Examination must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

4. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

   i) by taking an examination during July or August;
   ii) by otherwise satisfying the requirements of the department(s) concerned.

5. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for Bachelor of Education degree in the Two-Year Teaching and Learning program and the Ontario Teacher's Certificate.

6. No student will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

F. STUDENT ACCESS TO EXAMINATION PAPERS

1. Copies of final examination papers for the preceding five academic years are available in the Faculty Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Academic). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

G. WITHDRAWALS

A student may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's Faculty record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FZ, or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. CONFLICT OF INTEREST

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department, or if appropriate, to the Associate Dean (Academic), who shall take steps to ensure fairness and objectivity.

I. PROCEDURES IN THE EVENT OF DISRUPTIONS

I. PRINCIPLES

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner recognizing their freedom of choice to attend class or not without penalty.

2. PROCEDURES

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Academic), shall then make a decision

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Academic), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University's Grading Practices Policy is available in the Registrar's Office.

APPEAL PROCEDURES

Two-Year Bachelor of Education/ Ontario Teacher's Certificate Pilot Program in Teaching and Learning

A. APPEAL OF ACADEMIC GRADES

A student may discuss a disputed grade informally with the instructor involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor(s) responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the department, will review the case and submit to the student and the instructor, in writing, the ruling of the department, and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/ advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

5. The student, the instructor or the Chair of th Department may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretar of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

B. APPLICABILITY OF FACULTY REGULATIONS

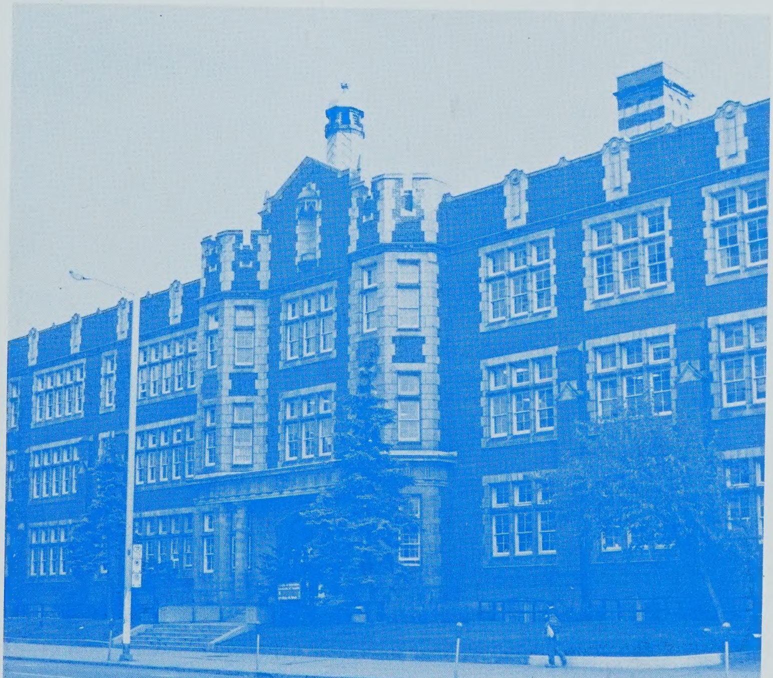
The Registrar's Office normally handles matters regarding the applicability of faculty regulations A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

NOTE: Please refer to the 1995/96 Faculty of Education Calendar for other information and regulations which apply to both the One-Year and the Two-Year Pilot Program.

Faculty of Education

University of Toronto

Calendar



1995/96

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University of Toronto
371 Bloor Street West (at Spadina)
Toronto, Ontario M5S 2R7

Office of the Registrar

Bachelor of Education and
Diploma in Technical Education/
Ontario Teacher's Certificate Programs:

Admissions	978-8833
Registered Students	978-5990
Continuing Education Program	978-5988
Institute of Child Study	978-3457
Technological Studies	978-3200
Transcripts and Records	978-5577
FAX	971-2755

Information specific to the Bachelor of Education/ Ontario Teacher's Certificate Two-Year Pilot Program in Teaching and Learning are included in this Calendar. (See centre pages.) All other information and regulations contained in the Calendar apply to both the One-Year and the Two-Year Pilot Program.

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Bachelor of Education/Ontario Teacher's Certificate Two-Year Pilot Program in Teaching and Learning - See Centre Pages.

Important Notice

Changes in Programs of Study

The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty of Education must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Courses

For each program of study offered by the University through the Faculty of Education, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies and timetables without prior notice.

Changes in Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty of Education are displayed here. Applicable University policies are either fully displayed here or listed here.

In applying to the Faculty of Education the student assumes certain responsibilities to the University and the Faculty of Education and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

Calendar Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the nstructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

NOTE:

B.Ed. and Dip.T.Ed./O.T.C. One-Year Programs

1. The last date for students to change full year and first term courses and sections will be September 22. Thereafter changes may be made only with the approval of the Faculty Council. For second term courses and sections, the last date for students to make changes will be January 19.

2. Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 44 - 49.

B.Ed./O.T.C. Two-Year Pilot Program

The content, structure and intent of the Two-Year Pilot Program require that those admitted complete the program on a full-time basis. Furthermore, once registered, the students in the Two-Year Pilot Program will not be considered for transfer to the One-Year Program at any time.

Sessional Dates 1995/96 B.Ed. and Dip.T.Ed./O.T.C. One-Year Programs

1995

July 3	Faculty closed - Canada Day
July 4-July 28	Continuing Education Program Summer Session
September 4	Faculty Closed - Labour Day
September 6,7	Registration B. Ed. and Diploma in Technological Studies Programs
September 11	Classes Begin
September 22	Last Day for Course and Section Changes (Full Year and First Term Courses)
October 9	Faculty Closed - Thanksgiving Day
October 17	I/S Practicum Preparation Day
October 18	TOP Day (I/S)
October 23	I/S Practice Teaching Orientation Day
October 23 - November 10	Practice Teaching (P/J, J/I)
October 24 - November 10	Practice Teaching (I/S)
October 31	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions for First Term
December 15	Classes End
December 18	Study Day
December 18 - 21	Special Projects
December 19 - 21	Examinations

1996

January 8	Classes Resume
January 19	School Boards Information Fair - No Classes
January 12	Second Instalment of Fees Due
January 19	Last Day for Course and Section Changes (Second Term Courses)
January 17,18	Employment Conference - No Classes
January 22 - February 9	Practice Teaching (P/J, J/I)
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions for Second Term
February 1	Safe Schools Day (I/S)
February 5	I/S Practice Teaching Orientation Day
February 6 - 23	Practice Teaching (I/S)
February 15,16	Health Conference (P/J, J/I)
March 4 - 8, 18 - 21	Annual Student Art Exhibition
March 4 - 8	Annual Children's Musical
March 11 - 15	Winter Break - No Classes
March 25	I/S Practice Teaching Orientation Day
March 25 - April 12	Practice Teaching (P/J, J/I)
March 26 - April 12	Practice Teaching (I/S)
March 29	Deadline for Withdrawal Without Academic Penalty
April 5	Faculty Closed - Good Friday
April 26	Classes End
April 29	Study Day
April 29 - May 3	Special Projects
April 30 - May 3	Examinations

Faculty of Education Staff 1994/95

Dean
M.G. Fullan, B.A., M.A., Ph.D.

Associate Deans
M.A. Millar, B.A. (Qu.), B.P.E. (McM), M.Ed. (Qu.)
D.R. Thiessen, B.A. (W.Ont.), M.Ed. (Br. Col.), D.Phil. (Sussex)

Registrar
E.C. Alleyne, B.A. (Albion), M A. (Howard), Ed.D.

Assistants to the Dean
G. Mitchell, B.A.
M. Stager, B.A., M.Sc. (Rutgers)

Assistant to the Associate Deans
N. Watson, B.A. (Qu.), M.A. (York) (part-time)

Associate Registrar
G.A. Whyte, B.A. (Car.), B.J. (Car.), Assoc. Prof.

Assistant Registrars
L.A. Genesi-Williams
G.R. Hauser, B.A. (York), B.Ed.

Professors Emeriti
D.W. Alexander, B.A., M.Sc., Ed.D. (SUNY)
W.A. Andrews, M. Sc. (W. Ont.), B. Ed.
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG.), M.Ed., Ph.D.
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F. Ebos, M.Sc. (McM.),
U. Elliott, B.A. (Lond.), M.A. (W. Ont.)
B. Flint, M.A., Dip. C.S.
A. Gaydos, B.A., M.Ed., Ph.D. (Ohio St.),
V.K. Gilbert, B.Sc. (Syd.), M.Ed., Ph.D. (Brist.)
M.F. Grapko, B.A. (Man.), M.A., Ph.D.
J.W. Greig, B.A. (Qu.), M.Ed., Ph.D. (Harv.)
R.S. Harris, M.A., Ph.D. (Mich.), Hon.D.Lit. (W.Ont.)
S.L. Kong, C.M., B.A. (Kua Kiu), M.Ed. (Ott.), Ph.D. (Ott.), Hon. LL.D. (Kyung Hee)
H.M. Lang, B.A. (McM.), M.Ed.
L.J. LaFave, B.Ed. (Ill.St.Coll.), M.B.A. (Roosevelt)
W.G. London, B.A., M.Ed. (N.Y.S.)
J. W. MacDonald, B.A. (Car.), M.A., Ed.D.(Harv.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.Ed.
G.A. Reid, B.Com., B.Ed., M.A. (Col.), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.Ed. , Ph.D., F.C.C.T.
R.J. Shephard, M.A., Ed.D. (Hawaii)
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G. Smith, M.A. (Qu.)
J.H. Stevens, M.A.
L.J. Stott, B.Ed. (Alta.), Ph.D.(Alta.)
G.E. Tait, B.A., B.Paed., Ed.D.
J.D. Wood, M.A., Ph.D., A.R.C.T.

Continuing Education
R.J. Smith, B.A., M.L.S., Assoc. Prof.

Educational Policy and Foundation Studies
K.A. McLeod, B.A. (Sask.), M.Ed. (Sask.), Ph.D., Prof., Chair
P. Diamond, B.A. (Q'ld.), B.Ed. (Q'ld.), M.Ed. (Q'ld.), Ph.D. (Q'ld.), Prof.
S.T. Rusak, B.A. (Ott.), B.Ed., Ph.D. (Alta.) Prof.
D.S.J. Shackel, M.A. (Hons.) (Cant.) Ph.D., Prof.
C. Tan-Willman, B.S.E. (Phil. Norm.), M.A. (Phil. Woman's), M.A. (Minn.), Ph.D. (Minn.), Prof.
S. Anderson, B.A. (Tex.), M.A. (Tex.), Ph.D., Assoc. Prof.
A.B. Durell, M.A., Ph.D., Assoc. Prof.
B.R. Eardley, B.S. (Penn. St.), M.Ed. (Penn. St.), Assoc. Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (Camb.), M.A. (Alta.), Assoc. Prof.
T.C.M. Lam, B.A.(Muskingum), M.A. (Hollins), Ph.D. (Washington), Assoc. Prof.
R. Pike, B.S.W., M.A., Ph.D., Assoc. Prof.
C. Rolheiser, B.Ed. (Alta.), M.Ed. (Ore.), Ph.D. (Ore.), Assoc. Prof.
M. L. Arnold, B.A. (Bishop's), M.A. (McG.), Ed.D. (Harv.), Asst. Prof.
N. Bascia, B.A. (Sonoma), A.M., (Stanford), Ph.D. (Stanford) Asst. Prof.
M. Beattie, B.A. (York), M.A., M.Ed., Ed.D., Asst. Prof.
E. Campbell, B.A. (Qu.), B.Ed., M.Ed., Ph.D., Asst. Prof.
C.E. Conle, B.A., M.A., Asst. Prof.
E.E. Woodruff, B.Sc., B.Ed., M.A., Lecturer

Elementary Education
G.W. Hunt, B.A., M.Ed., Ed.D. (U.S.Int.), Assoc. Prof., Chair
D.W. Booth, B.A. (McM.), M.Ed. (Durh.), Prof., Assoc. Chair
A.A. Bowers, B.A., M.Ed. (Qu.), Prof.
S.K. Harburn, B.Sc. (Alta.), M.Ed. (SUNY), Assoc. Prof.
R.A. Martin, B.A.Sc, M.Ed., Ph.D. Assoc. Prof.,
B. Bennett, B.P.H.E. (Calgary), M.Ed. (Ore.), Ph.D. (Ore.), Asst. Prof.
L.M. Cameron, B.A. (Guelph), M.Ed., Ed.D., Asst. Prof.
P.J. Stanovich, B.S.E. (Ohio St.), M.A... (Oakland), Asst. Prof.
S. Stiegelbauer, B.S. (Nazareth), M.A. (Ill.), M.A. (Tex.), Ph.D. (Tex.), Asst. Prof.
D.R. Fleming, B.A. (McM.), M.Ed., Ed.D., Sr. Tutor
C.A. Hennessy, B.A. (McM.), M.Ed., Ed.D., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor

Faculty of Education Staff 1994/95

Institute of Child Study

R.J. Volpe, B.A. (Akron), M.A. (Kent St.), Ph.D. (Alta.), Prof., Acting Chair
A.J. Biemiller, B.A. (Harv.), M.S. (Corn.), Ph.D. (Corn.), Prof. , Assoc. Chair
R. Case, B.Sc. (McG.), M.A., Ph.D., Prof.
C. Corter, B.A. (Davidson), Ph.D. (N. Car.), Prof., (on leave)
K.J. Weber, B.A., M.Sc. (Ed.) (Guelph), Prof.
J.W. Wilde Astington, B.A., B.Sc. (Leeds), M.A., Ph. D., Assoc. Prof.
J. Jenkins, B.A. (Sus.). M.A. (Nott.), Ph.D. (Lond.), Asst. Prof.
J. Hardacre, B.A., M.Ed., Dip.C.S., Ed.D. (Nova), Sr. Tutor (on leave)
J.A. Penner, B.A., M.Ed., Dip.C.S., Sr. Tutor

Institute of Child Study Laboratory School

R.L. Ethier, B.A. (Concordia), M.Ed.
A.C. Cassidy, B.A.(Montr.), Dip. C.S.
E.A. Hunter
M.A. Jaffary, B.A., Dip.C.S.
E. Morley, B.A.(W. Laur.)
J. Moss, B.A. (Mich. St.), Dip.C.S. (on leave)
A.E. Tough, M.A.

International Institute For Global Education

D.E. Selby, B.A. (Liv.), Ph.D. (Birm.), Prof.
G.C. Pike, B.A. (Sus.), M.A. (Lond.), Lecturer

The Learning Consortium

E. Erskine-Cullen, B.A.(Pretoria), M.Ed.(Spokane)

Library

D.C. George, B.A., B.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (York), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part-time)

Practice Teaching

D.W. Garth, B. Com. (Qu.), Prof.

Secondary Education

D.I. Galbraith, B.Sc. (W.Ont.), M.Ed., Prof., Chair
H.A. Yeager, B.H.Sc., M.Ed., Assoc. Prof., Assoc. Chair
J.L. Aitken, B.A., M.A. (Dal.), Ph.D., Prof.
D.L. Fraser, B.Sc. (McM.), B.Ed., M.A., Prof.
N. Kuzmich, Mus. Bac., M.A., Prof.
H. L. Ridge, B.Sc. (McM.), M.A. (York), Ph.D.(Conn.) Prof. (on leave)
T.J.E. Wolfe, B.S.A., M.Ed., Prof.
R.G. Burfield, B.A., B.Ed., Assoc. Prof.
J.A.M. Emerson, M.A., Assoc. Prof.
L.R. Hill, M.A., Assoc. Prof.
B.G. Kelly, B.Sc., M.Sc., Ph.D., Assoc. Prof. (on leave)
P.B. Robertson, B.P.H.E., B.A., M.Ed., Assoc. Prof. (on leave)
C.H. Wall, B.A., B.Ed., M.A. (York), Ph.D. (York), Assoc. Prof.
A. Anderson, B.A.(Wat), M.Ed. (W.Ont.), Ph.D. (Mich. St.) Asst. Prof.
A. Gagne, B.Ed. (McGill), M.Ed. (McGill), Asst. Prof.
T. Goldstein, B.A. (Concordia), Ph.D., Asst. Prof.
R. Hrubi, Dip. Prof. Fr.l'Et (IPFE,Sorbonne), Sr. Tutor
I.M. Hundey, B.A. (Windsor), M.A. (Windsor), Sr. Tutor
C.J. Lundy, B.A. (S.G.W), Sr. Tutor

Technology For Enhancing Learning Centre

R.D. Cook, B.A., M.A. (Iowa)
K.H. Veltman, B.A. (York), M.A., D.Phil. (Lon.), Lecturer

University of Toronto Schools

G.A. Fleming, B.A., M.Ed., Principal (to 31/12/94)
S. Pearl, B.A. M.Ed. Principal (from 1/1/95)
A. Unger, B.A. Asst. Principal
D. Aliferis, B.A., M.A. (York), B.Ed.
S. Baker, B.A., B.Ed. (on leave)
O.G. Barrett, B.P.H.E., B.Ed.
C.M. Bernicchia-Freeman, B.Ed., M.A. (Nice)
T.J. Boucher, B.A. (MIch .St.), M.S.L.S. (Col.)
D.F. Boutros, B.A. (Alexandria)
E. Buchanan, B.A. (W.Ont.), M.A. (McM.), Ph.D. (McM.)
M.U. Collier, B.A. (York), M.A., B.Ed. (on leave)
J. Collins, B.A. (W.Ont.)
D.T. Dingle, B.A.Sc., B.D. (Harv.)
E. DiSante, B.A. (McM.), B.Ed., M.A. (Paris)
M.J. Dutton, B.A. (W.Ont.), B.Ed. (W.Ont.), M.A. (W.Ont.)
J.A. Fautley, Mus., Bac., B.Ed.
M.P. Gendron, M.A.
J. Kitchen, B.A., B.Ed. (Windsor)
L. Laing Gibbard, B.Sc., B.Ed., M.Sc. (Qu.), Ph.D. (Qu.)
D.J. Laurenson, B.Sc. (Auck.), M.Math. (Wat.), Ph.D. (Arizona) (on leave)
R. Mackle, B.A. (Car.), M.E.S. (York), B.Ed. (on leave)
N.E. Maier, B.A., M.A. (Br. Col.), Ph. D.
J.H. Mills, M.A. (Qu.), B.Ed.
P.R.W. Moore, B.A., M.A., Ph.D. (McM.)
F. Mustoe, B.Sc. (Birm.), B.Ed., M.Ed., Ph.D. (Windsor)
C.W.M. Pace, B.A. (W. Ont.), B.S.W., M.Ed.
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.Ed.
M.C. Recurt Reid, B.A. (W. Ont.), B.Ed. (W. Ont.)
D. Straker, B.A.(Man.), M.Sc.(Man.), B.Ed.(Man.)
J. Stulac, B.P.H.E., B.A., B.Ed.
F.R. Wakelin, B.P.H.E., B.Ed.
W.G.J. Warden, B.A. (W. Ont.), M.A. (Windsor) (on leave)

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavors met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education, University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report , **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsing this recommendation called for proposals for two-year, pre-service teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by Faculty Council and the University's Academic Board. The program is in effect for the 1995-1997 period only and is available to up to 60 Elementary students and up to 60 Secondary students.

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. The Faculty's full-time programs, with a few exceptions, lead to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ministry of Education and Training for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts in Teaching (English) degree is available.

THE FUTURE: On December 16, 1994, an agreement for integrating the Ontario Institute for Studies in Education (O.I.S.E.) and the Faculty of Education (F.E.U.T.) within the University of Toronto was signed. O.I.S.E., established in 1965 by an act of the Ontario legislature, has been affiliated with the University of Toronto by special agreement.

The December 16, 1994 agreement allows O.I.S.E. and F.E.U.T., including the Institute for Child Study Laboratory School and the University of Toronto Schools to be integrated, effective July 1, 1996, into a new professional Faculty of Education under the Governing Council of the University of Toronto. **The name of this new Faculty will be the Ontario Institute for Studies in Education of the University of Toronto (O.I.S.E./U.T.).** It will enjoy full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual University Faculties hold such status.

O.I.S.E./U.T. will be committed to the study of education and matters related to education in a societal context in which learning is necessarily a life-long activity. Its mission will emphasize equity and access and the improvement of the education experiences of people of all age levels and backgrounds. It will include partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. O.I.S.E./U.T. will be dedicated to national pre-eminence and international distinction in graduate studies, preservice and inservice teacher education, research and field development in education and to providing exemplary leadership within and outside the province of Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1995

Bachelor of Education Degree

Three options are offered in the one-year and also in the two-year Pilot Program:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior

Diploma in Technical Education (Dip.T.Ed.)

Diploma in Child Study (Dip.C.S.)

Two options are offered:

- Child Assessment and Counselling
- Childhood Education (This area of concentration also leads to the Ontario Teacher's Certificate)

NOTE: New enrolment in the Diploma Program in Child Assessment and Counselling is suspended.

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, the Faculty of Education is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

Admission Requirements

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency Policy

NOTE: This policy has been implemented for programs beginning in the 1995/96 academic year, the first session of which was Summer 1995.

English is the language of instruction for all courses at the Faculty of Education, University of Toronto, with the exception of some Modern Language Education courses. Consequently, to be successful in the Faculty's courses and in the Practicum, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. The Faculty of Education is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate Program, as well as Ministry of Education and Training Special Student applicants to the Continuing Education Program are required to give evidence to the Faculty of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

•For Applicants To The Diploma In Technical Education

All students applying for admission to the Faculty of Education, Diploma in Technical Education/Ontario Teacher's Certificate Program, must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) below.

•For Applicants To The Bachelor Of Education Degree Program

All students applying for admission to the Faculty of Education, Bachelor of Education/Ontario Teacher's Certificate Program must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) below.

•For Ministry of Education and Training Special Students Applying To The Continuing Education Program

All teachers seeking Ontario Certification who have been directed by the Ministry of Education and Training to take professional courses at a Faculty of Education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) below.

B. Acceptable Tests and Required Scores

NB: All tests must have been taken within the 3 years prior to the date of application **to the Faculty.**

i) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 7.0 and **TOW** (Test of Written Proficiency) with a minimum score of 3.0.

OR

ii) An official statement of results of **TOEFL** (Test of English as a Foreign Language) showing a minimum score of 600, **and the TWE** (Test of Written English), showing a minimum score of 6.0, **as well as the TSE** (Test of Spoken English), showing a minimum score of 220.

OR

iii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iv) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 **and also the** Oral Interview component, showing a rating of 4.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to the Faculty for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate Program application/admission cycle. In the case of Continuing Education applicants the deadline would be that which is published for each session.

D. Information about the Tests Which are Acceptable as Evidence of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. **TOW** (Test of Written Proficiency)
   TOP (Test of Oral Proficiency)
   School of Continuing Studies
   158 St. George Street
   University of Toronto
   Toronto, Ontario, Canada M5S 2V8
   Telephone: (416) 978-6529

2. **TOEFL** (Test of English as a Foreign Language)
   TWE (Test of Written English)
   TSE (Test of Spoken English)
   Educational Testing Service
   P. O. Box 6151
   Princeton, New Jersey
   U.S.A., 08541-6151
   Telephone: (609) 921-9000

3. **IELTS** (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office)

4. **MELAB** (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan
U.S.A. 48109-1057
Telephone: (313) 764-2416/763-3452

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact: Admissions, Office of the Registrar, Faculty of Education, 371 Bloor Street West, Toronto, Ontario M5S 2R7, Telephone: (416) 978-8833.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in elementary or secondary schools in Ontario.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admissions as the Council of the Faculty may determine.

Bachelor of Education/ Ontario Teacher's Certificate One-Year Program

Admission Requirements
Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the Faculty's oral and written English Language proficiency requirements (pages 9 - 11).

Application Procedure
Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

Documentation
Each applicant must submit the following:
- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).
- a completed Faculty of Education Applicant Profile and non-refundable service fee.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:
- Documentation in a language other than English or French must be accompanied by an official translation.
- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

In addition to the regular in-faculty program, there are a variety of school-based delivery options which will be outlined to candidates upon acceptance into the Primary /Junior, Junior/Intermediate, or Intermediate/Senior program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100.

Curriculum and Instruction (C & I)

Candidates must select one of the following areas of specialization:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior (P/J)

The C&I component of this program is the course Primary/Junior Education EDU1420.

Junior/Intermediate (J/I)

The C&I component of this program comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate course from those listed below.

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior (I/S)

The C&I component of this program comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Science (General) EDU1300
Visual Arts EDU1010

Foundations

Candidates must take three Foundation courses:

The required course **Teaching: Students, Schools and Systems EDU3161**, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies.

Educational Psychology

Candidates must select one of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behavior EDU3070
Teaching - An Interpersonal Process EDU3110

Understanding Children and Youth EDU3100
Individual Research Project
(Educational Psychology) EDU3270

Educational Policy and Foundation Studies

Candidates must select one of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

The Elementary Education Department STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides candidates opportunities to observe and work with associate teachers during weeks that are not part of practice teaching sessions. Depending on the program delivery option in which they are enrolled, candidates have one or two days of STEP each week. STEP days are forerunners to practice teaching sessions in that candidates are in a classroom for a series of STEP days preceding a practice teaching session in the same classroom.

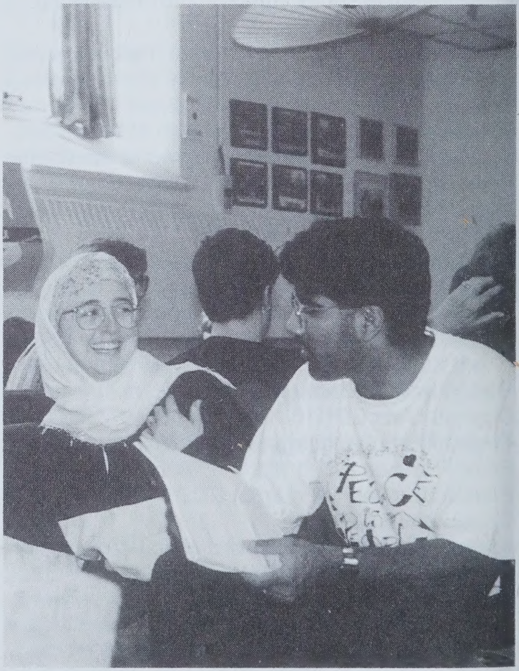
Course Descriptions

Courses in the program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.



Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)

This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)

The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)

An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Classical Studies

Greek Intermediate/Senior EDU1210 (4 hours) (Not offered in 1995/96)

This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek.

Latin Intermediate/Senior EDU1200 (4 hours) (Not offered in 1995/96)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures

for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Design and Technology

Design and Technology EDU1171/1170 (7 hours) (Not offered in 1995/96)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in Drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours)
A series of interactive seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in Economics.

English (First Language)

English Intermediate EDU1101 (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU1100 (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in

the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/ Senior EDU1380 (4 hours)

Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in Science, Geography or Environmental Science, or approved field experience.

Family Studies

Family Studies Intermediate EDU1161 (2 hours)

An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (4 hours)

An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (2 hours)

The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)

Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours)

A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in Geography.

Geography Intermediate/Senior EDU1440 (4 hours)

Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and

instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in Geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours) (Not offered in 1995/96)

The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in Geology.

History

History Intermediate EDU1151 (2 hours)

A series of lectures and seminars, using Ministry of Education and Training guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)

Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Individual and Society

Individual and Society Intermediate/Senior EDU1270 (4 hours)

Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Individual and Society. Topics such as teaching methods, evaluation techniques, and resource materials will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in Psychology, Sociology, or Anthropology.

International Languages

German Intermediate/Senior EDU1140 (4 hours)

This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Italian Intermediate/Senior EDU1190 (4 hours)

This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the International Languages Program (Elementary) on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.

Spanish Intermediate/Senior EDU1310 (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Junior/Intermediate Education

Junior/Intermediate Education EDU1450 (8 hours)
This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Mathematics

Mathematics Intermediate EDU1221 (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only one of the following: EDU1231, EDU1230, EDU1241 or EDU1240.

Music - Instrumental Intermediate EDU1231 (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (2 hours)

An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)

Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (4 hours)

An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (4 hours)

The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in Physical and Health Education. Consideration will be given to equivalent field experience.

Politics

Politics Intermediate/Senior EDU1260 (4 hours)

Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ministry of Education and Training guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in Political Science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)

This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science (General)

Science Intermediate EDU1301 (2 hours)

This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units from the science guideline of the Ministry of Education and Training through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate

resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)

Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry of Education and Training science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Visual Arts

Visual Arts Intermediate EDU1011 (4 hours)

Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (6 hours)

Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Each Foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260 (Not offered in 1995/96)

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280

A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Authority and Freedom in School EDU3190

Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210

The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040 (Not offered in 1995/96)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Foundations of Current Educational Thought EDU3165
A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131
A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202
A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. These have shaped elementary and secondary schooling, teaching as a profession, public participation, funding, provisions for religious and ethnic diversity, and student participation including compulsory education and attendance. The course will also deal with such issues as the changing roles of teachers and students, curricular development and more general issues such as progressive education, education and employment, and changing concepts of the family and childhood and adolescence.

Program Organization EDU3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163 (Not offered in 1995/96)
The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164
This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism

and development and will centre around workplace characteristics and professional issues that support or constrain teachers' development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session immediately following the completion of the final examination period.

Assignments are made in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan {Toronto} S.S.
North York
Peel
Scarborough
Simcoe
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations
(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region Conservation Authority
University of Toronto Schools

Technological Studies/ Ontario Teacher's Certificate Programs

One-Year Program

The Faculty offers a **one-year program** to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate, with qualifications in Technological Studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements

Applicants must meet all four of the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry of Education and Training.

2. An acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).

3. One of:

   - five years of wage-earning business or industrial experience in an approved area of Technological Studies (see page 28)

     OR
   - a combination of post-grade 12 education related to the relevant area or areas of Technological Studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of Technological Studies, of which no fewer than sixteen months must have been spent in continuous employment

     OR
   - at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program related to the area of technological study. This wage-earing experience need not be continuous employment.

4. Competence in one area of Technological Studies at both the basic and related advanced level. Please refer to the list of subjects and codes on page 28.

Technical Proficiency Examination (TPE)

Competency will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of Technological Studies in which certification is sought. However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of Technological Studies for which certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture, School of Nursing or the Ontario College of Art, showing proof of concentrated study (a minimum of 5 full courses) in the area of Technological Studies for which certification is sought.

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office, Admissions Unit. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all school, diploma or degree credit courses completed to date of application.

- official transcripts from secondary school, a College of Applied Arts and Technology and/or Universities where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date recieved, a photocopy of the actual diploma must be submitted.

- a completed Technological Studies Information Folder.

- documented proof of wage-earning experience.

- a Certificate of Qualification where applicable. This must be accompanied by details of the examination showing final mark.

- evidence of an acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).

- a completed Faculty of Education Applicant Profile and non-refundable service fee.

- a photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other Provinces or Countries must be translated to Ontario equivalents by the Ministry of Education and Training.

- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

Spring Program (Not offered in 1995/96)
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry of Education and Training, a Provisional Letter of Standing valid for one year.

To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

Areas of Technological Studies (Basic and Advanced Levels)

Communications

- Art (2)
- Communications Technology (4)
- Computer Electronics (2)
- Drafting Comprehensive
- Electronics (2)
- Graphic Communications (1)
- Music (2)
- Photography (2)

Construction

- Architectural Drafting and Design
- Construction Services
- Construction Technology (4)
- Electricity (1)
- Environmental Control (1)
- Plumbing (1)
- Sheet Metal (1)
- Trowel Trades (1)
- Woodworking (1)

Manufacturing

- Control Systems (2)
- Engineering Drafting and Design
- Foundry and Moulding Practice (1)
- Industrial Electrics (4)
- Manufacturing Technology (4)
- Metal Fabrication (1)
- Precision Machining (1)

Services

- Appliance Repair
- Cosmetology (1)
- Culinary Arts (3)
- Horticulture (2)
- Hospitality (2)
- Natural Resource Management (2)
- Personal Care (2)
- Services Technology (4)
- Textile Maintenance (1)
- Textiles & Clothing
- Upholstery

Transportation

- Agricultural Equipment (1)
- Aircraft (2)
- Auto Body (1)
- Automotive (1)
- Small Powered Equipment (1)
- Transportation Technology (4)

Explanation of Codes

NOTE: Candidates who are required to submit a Certificate of Qualification must also submit details of the examination showing final mark.

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology, or one Ministry of Education and Training Certificate of Qualification (C of Q) within the cluster, or three Additional Basic Qualifications (ABQ's) within the cluster.

Program of Study

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

Course Descriptions

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (4 hours)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and group assignments. Out of this practice, students will be able to synthesize a personal philosophy of Technological Studies education.

Curriculum Development for Technological Studies ETS1040 (4 hours)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Foundations

Candidates must take three Foundation courses. The required courses - Design Education for Technological Studies ETS3000, and History and Philosophy of Technological Studies ETS3070 - **plus** one from the area of Educational Psychology.

Design Education for Technological Studies ETS3000 (2 hours)

The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.

History and Philosophy of Technological Studies ETS3070 (2 hours)

A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Educational Psychology

Candidates must select one of the following courses:

- Learning and Human Behaviour EDU3070
- Understanding Children and Youth EDU3100
- Teaching-An Interpersonal Process EDU3110

Learning and Human Behaviour EDU3070 (2 hours)

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Understanding Children and Youth EDU3100 (2 hours)

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Teaching - An Interpersonal Process EDU3110 (2 hours)

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Practice Teaching

Practice Teaching ETS4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Institute of Child Study

The Institute of Child Study is a centre of professional training in Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, and its Infant Centre serve primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this school became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Childhood Education.

Inquires concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Child Assessment and Counselling

NOTE: New enrolment in the Diploma Program in Child Assessment and Counselling is suspended.

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Childhood Education

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education, must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education Part II or Special Education Part II depending on their program focus.

One-Year Program

Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program

The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications forms, obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application.
- an official statement of additional academic or vocational courses, if applicable.
- two references from persons familiar with the applicant's academic and professional pursuits.
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name where applicable.
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training).

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Childhood Education

On successful completion of the two-year program, students are awarded the Diploma in Child Study by the University of Toronto, and are recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education and Training. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child includes current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students work as full-time teaching interns during one semester, at the laboratory school or at other selected elementary schools.

First Year

Studying the Child in Educational Settings ICS1001
Children, Classrooms and Teaching ICS2120
Curriculum Design and Implementation ICS2122
Teaching Practicum I (half course) ICS2124
Teaching Practicum II (half course) ICS2125

Two half-course electives: See Electives List on next page. One of these must be a core elective (ICS1002, 1003 or 1004). Students with no previous university course work in child development are required to take ICS1002.

Second Year

Socialization, Social Development, and Family Life ICS2210
Designing Educational Programs (half course) ICS2230
Advanced Teaching Practicum ICS2231
Advanced Teaching Practicum Seminar (half course) ICS2232

Four half-course electives or equivalent: See Electives List on next page. One of these must be a curriculum elective (ICS4070, 4074 or 4078)

Child Assessment and Counselling

NOTE: New enrolment in the Diploma Program in Child Assessment and Counselling is suspended.

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. An internship placement of two days per week in a school or clinical setting is required in the second year to permit practice of the theories and techniques studied.

First Year

Studying the Child in Educational Settings ICS1001
Teaching Practicum I (half course) ICS2124
Children, Assessment and Counselling (half course) ICS3120
Assessment of Children's Intellectual Functioning ICS3140
Assessment of Children's Social and Emotional Functioning (half course) ICS3141
Introduction to Facilitative Interviewing (half course) ICS3144
Theories of Counselling (half course) ICS3147

One half-course core elective: (ICS1002, 1003 or 1004) See Electives List on next page. Students with no previous course work in child development are required to take ICS1002.

Second Year

Principles of Child Management (half course) ICS3250
Selected Topics in Clinical Practice (half course) ICS3251
Counselling Individuals and Families (half course) ICS3252
Practicum in Assessment and Counselling ICS3255
Seminar in Assessment and Counselling (half course) ICS3256
Family Systems (half course) ICS3257

Three half-course electives or equivalent: See Electives List on next page.

Electives List

Child Development (half course) ICS1002
Issues in Child Development (half course) ICS1003
Development in Infancy (half course) ICS1004
Exceptional Children (half course) ICS1011
Children's Theory of Mind (half course) ICS4050
Neuropsychological Assessment Techniques (half course) ICS4051
Seminar and Practicum in Infant Assessment (half course) ICS4061
Independent Study ICS4062
Independent Study (half course) ICS4063
Independent Study (half course) ICS4064
Teaching Exceptional Children ICS4070
The Psychology and Pedagogy of Reading (half course) ICS4074
Play, a Medium for Learning (half course) ICS4078
Special Topics in Child Study (half course) ICS4081
Special Topics in Child Study (half course) ICS4082
Rorschach Analysis (half course) ICS4256
Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Multiculturalism (half course) ICS4282
OISE courses (with permission of advisor)

Course Descriptions

Studying the Child in Educational Settings ICS1001

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of the children in diverse educational settings. The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Child Development (half course) ICS1002

An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Issues in Child Development (half course) ICS1003

This course examines particular theoretical and practical issues in child development. The aim of the course is to acquaint students with a variety of issues so they will come to see that theorizing and research are important and relevant to social issues and practical questions of child development.

Development in Infancy (half course) ICS1004

An examination of conditions during the prenatal and infant period of development that will have an impact on later development.

Exceptional Children (half course) ICS1011

A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Children, Classrooms and Teaching ICS2120

An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Curriculum Design and Implementation ICS2122

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum I (half course) ICS2124

Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings.

Teaching Practicum II (half course) ICS2125
Advanced supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. An optional four-week full-time placement at the end of the academic year may also be arranged.

Socialization, Social Development, and Family Life ICS2210
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Designing Educational Programs (half course) ICS2230
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Advanced Teaching Practicum ICS2231
Second year Childhood Education students carry out an internship for an entire term in one setting (which may be preschool through grade six) in which they consolidate teaching skills under the supportive supervision of a mentor teacher.

Advanced Teaching Practicum Seminar (half course) ICS2232
This seminar will provide for discussion of topics and issues which emerge in student internships. (Must be taken in conjunction with ICS2231)

Children, Assessment and Counselling (half course) ICS3120
Through a consultation model, a variety of assessment and counselling methods are examined for use with children, from infancy to grade six. Facilitating the team process among consultants, teachers, parents and other support personnel is emphasized. The process of consultation is explored in relation to the principles of child development, and with an awareness of the child's learning contexts.

Assessment of Children's Intellectual Functioning ICS3140
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

Assessment of Children's Social and Emotional Functioning (half course) ICS3141
An introduction to the theories and methods of assessing social and emotional functioning.

Introduction to Facilitative Interviewing (half course) ICS3144
The aim of this course is to help students learn basic interviewing skills. Through assigned readings, videotape analysis of interviews and role play, students learn how to interview parents, teachers and children about child related problems.

Theories of Counselling (half course) ICS3147
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

Principles of Child Management (half course) ICS3250
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Selected Topics in Clinical Practice (half course) ICS3251
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; play therapy; art therapy; team approaches to sexual abuse; serving individuals with AIDS; addictions and the recovery process.

Counselling Individuals and Families (half course) ICS3252
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

Practicum in Assessment and Counselling ICS3255
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements.

Seminar in Assessment and Counselling (half course) ICS3256
This seminar will provide for discussion of topics and issues which emerge in the Practicum (Must be taken in conjunction with ICS3255).

Family Systems (half course) ICS3257
The aim of this course is to understand children's behavior in the context of their family. Basic family therapy techniques for intervening with troubled families are reviewed.

Children's Theory of Mind (half course) ICS4050
A course designed to introduce students to a new area of developmental research. This area concerns children's understanding of themselves and other people as psychological beings.

Neuropsychological Assessment Techniques (half course) ICS4051
A survey of techniques and research in the neuropsychological assessment of children. The Halstead-Reitan Neuropsychological Test Battery will be considered in detail. Illustrations will be made via case material.

Seminar and Practicum in Infant Assessment (half course) ICS4061
A course designed to acquaint students with recent research and practice in infant assessment. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will be introduced to the use of the Bayley Scales of Infant Development and will survey a variety of other types of infant tests.

Prerequisite: ICS1004 (half course) or equivalent.

Independent Study ICS4062
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS4063/ICS4064
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS4070
This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario Ministry of Education and Training requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

The Psychology and Pedagogy of Reading (half course) ICS4074
This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read; and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich

practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Play, a Medium for Learning (half course) ICS4078
An exploration of the role of "play" in the development and education of children, with an emphasis on the observation, analysis and interpretation of play activity. Topics will include the contribution of play to literacy, numeracy, basic thinking skills and problem solving, as well as to social competence and mental health.

Special Topics in Child Study (half course) ICS4081/ICS4082
A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Rorschach Analysis (half course) ICS4256
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Taking the issue of "children's rights" as a starting point, this course will include topics on legislation affecting professionals who work with children: ethical issues such as confidentiality and informed consent; the relationship between ethical and legal responsibilities; the roles and responsibilities of professional organizations; and professional competence.

Multiculturalism (half course) ICS4282
Deals with issues in consulting, assessing, and educating children in a multicultural society. Particular attention is given to child assessment and school-age curriculum in multicultural perspective.

Continuing Education Program for Teachers

Additional Qualification Courses for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of courses:

- Divisional
- One-session
- Three-session
- Honour Specialist
- Technological Studies
- Honour Technological Studies Specialist

These courses are offered in the summer session and winter evening session, depending on resources and demand.

Special Students

Teachers seeking Ontaio Certification who have been directed by the Ministry of Education and Training to take professional courses at a Faculty of Education may apply for admission to Divisional Qualification courses or basic level Technological Studies courses only. Applicants must first attend an orientation/information session at the Faculty.

Beginning with the 1995 Summer Session, applicants will also be required to submit evidence of an acceptable level of proficiency in oral and written English as described in the Faculty's English Language Proficiency Policy (see pages 9 - 11).

Applications

Registrar's Office, Continuing Education Unit, Room 132C, Faculty of Education (978-5988).

Divisional Qualification Courses

These courses are offered to holders of an approved university degree and an Ontario Teacher's Certificate (O.T.C.) or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Primary
- Junior
- Intermediate
- Senior

One-Session Qualification Courses

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Adult Education
- Associate Teacher
- Childhood Education
- Law
- Teaching Writing

Three-Session Qualification Courses

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Part III. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

One-Session Qualification Courses

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in the following areas:

- Adult Education
- Associate Teacher
- Childhood Education
- Law
- Teaching Writing

Three-Session Qualification Courses

The following courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Part III. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

- Business Studies - Accounting
- Business Studies - Data Processing
- Business Studies - Entrepreneurship Studies
- Business Studies - Information Management
- Business Studies - Marketing and Merchandising
- Computer Studies - Computer Science
- Computers in the Classroom
- Co-operative Education
- Dance
- Design and Technology
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Intermediate Education
- Junior Education
- Librarianship
- Mathematics (P & J)
- Media
- Multiculturalism in Education
- Music - Instrumental
- Music - Vocal (P/J)
- Music - Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Science (P & J)
- Special Education
- Visual Arts

Honour Specialist Qualification Courses

The following courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification. One of the two years taught must have been in Ontario.

- Biology
- Business Studies
- Chemistry
- Computer Science
- Contemporary Studies
- Dance
- Dramatic Arts
- English (first language)
- Environmental Science
- Family Studies
- French (second language)
- Geography
- Geology
- History
- International Languages
- Mathematics
- Music
- Physical and Health Education
- Physics
- Science
- Visual Arts

Additional Qualification Courses in Technological Studies

The following one-session programs for qualifications in Technological Studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

Basic Level Technological Studies

a) Applicants with O.T.C. qualifications in Technological Studies who wish to obtain qualifications in an additional area * at the basic level (see next page) do not require wage-earning experience in the additional area.

b) Applicants without O.T.C. qualifications in Technological Studies who wish to obtain qualifications at the basic level require one of:

five years of wage-earning business or industrial experience in an approved area of Technological Studies,

OR

a combination of post-grade 12 education related to the selected area or areas of Technological Studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment,*

OR

at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program related to the area of technological study. This wage-earning experience need not be continuous employment.*

NOTE: In subject areas where classes are not offered, a basic qualification may be obtained in the winter session through the Individual Study Program.

* Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Advanced Level Technological Studies

Applicants with O.T.C. qualifications in Technological Studies must produce evidence of:

a) twelve months of business or industrial experience in the area of the qualification,

OR

academic experience that the Minister considers equivalent to twelve months of business or industrial experience in the area of the qualification,

OR

a combination of academic, business and industrial experience that the Minister considers equivalent to twelve months of business or industrial experience in the area of the qualification.

b) the additional requirements for the Additional Qualification advanced level as indicated on the next page of this Calendar.

Honour Technological Studies Specialist

Applicants with O.T.C. qualifications in Technological Studies must have:

a) Entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least:

three** of the areas of Technological Studies subjects listed on the previous page including at least one at both the basic and the advanced levels,

OR

four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Design and Technology, Media, Multiculturalism in Education, Special Education, or Visual Arts.

b) Two years of successful teaching experience in Technological Studies, one year of which must be in Ontario.

c) One year of full-time post-secondary education or equivalent.

NOTE:

** One of these may be Design and Technology, Part I or Computer Studies - Computer Technology.

Areas of Technological Studies

Basic Level	Advanced Level
Communications	**Communications**
Art	Art[2]
Communications Technology	Communications Technology[4]
Computer Electronics	Computer Electronics[2]
Drafting Comprehensive	Drafting Comprehensive
Electronics	Electronics[2]
Graphic Communications	Graphic Communications[1]
Music	Music[2]
Photography	Photography[2]

Basic Level	Advanced Level
Construction	**Construction**
Architectural Drafting & Design	Architectural Drafting and Design
Construction Services	Construction Services
Construction Technology	Construction Technology[4]
Electricity	Electricity[1]
Environmental Control	Environmental Control[1]
Plumbing	Plumbing[1]
Sheet Metal	Sheet Metal[1]
Trowel Trades	Trowel Trades[1]
Woodworking	Woodworking[1]

Basic Level	Advanced Level
Manufacturing	**Manufacturing**
Control Systems	Control Systems[2]
Engineering Drafting and Design	Engineering Drafting and Design
Foundry and Moulding Practice	Foundry and Moulding Practice[1]
Industrial Electrics	Industrial Electrics[4]
Manufacturing Technology	Manufacturing Technology[4]
Metal Fabrication	Metal Fabrication[1]
Precision Machining	Precision Machining[1]

Basic Level	Advanced Level
Services	**Services**
Appliance Repair	Appliance Repair
Cosmetology	Cosmetology[1]
Culinary Arts	Culinary Arts[3]
Horticulture	Horticulture[2]
Hospitality	Hospitality[2]
Natural Resource Management	Natural Resource Management[2]
Personal Care	Personal Care[2]
Services Technology	Services Technology[4]
Textile Maintenance	Textile Maintenance[1]
Textiles & Clothing	Textiles & Clothing
Upholstery	Upholstery

Basic Level	Advanced Level
Transportation	**Transportation**
Agricultural Equipment	Agricultural Equipment[1]
Aircraft	Aircraft[2]
Auto Body	Auto Body[1]
Automotive	Automotive[1]
Small Powered Equipment	Small Powered Equipment[1]
Transportation Technology	Transportation Technology[4]

Explanation of Codes

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology, or one Ministry of Education and Training Certificate of Qualification (C of Q) within the cluster, or three Additional Basic Qualifications (ABQ's) within the cluster.

The primary aim of the Master of Arts in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specialization is currently available in English.

Admission Requirements

1. A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.

2. At least three years of successful teaching experience.

Program of Study

Candidates for the degree of Master of Arts in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

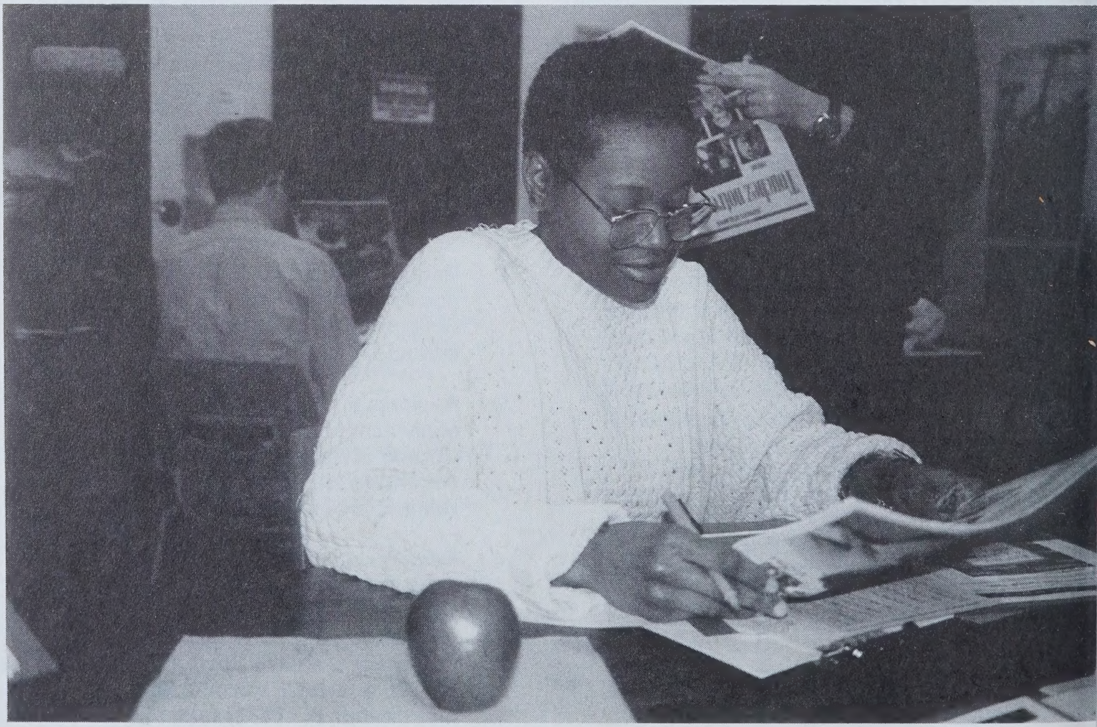
As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries Regarding the Specialization in English

Associate Dean (Academic) (416) 978-2909

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto, M5S 1A1



The Joint Centre for Teacher Development is a body representing the Ontario Institute for Studies in Education (OISE) and the University of Toronto. The centre was created to foster cooperative endeavors in the area of teacher development among OISE, The Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre coordinates graduate programs, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

- Teaching is a reflective, inquiry-oriented activity.
- For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own profession.
- Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.
- Individual and school improvement are interconnected.
- The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement **of** and **in** practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquires.

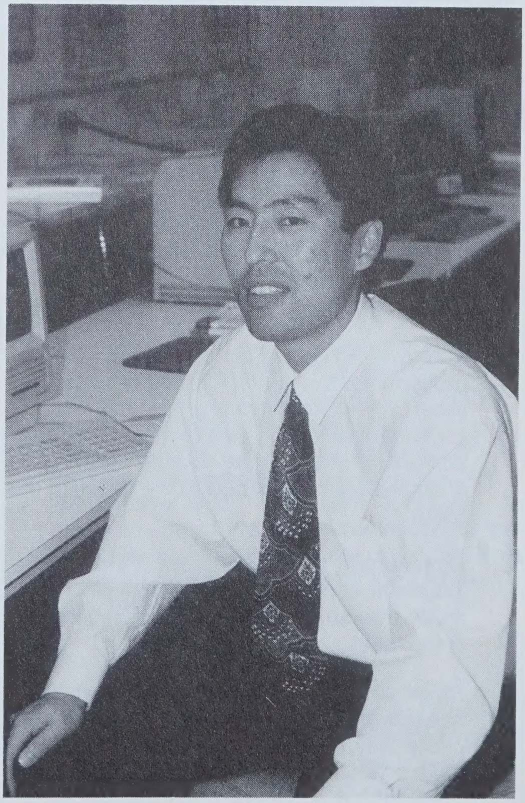
Participating faculty come from the Faculty of Education, University of Toronto and OISE. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and storytelling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. Students who wish to specialize in teacher development should apply through the Department of Curriculum at OISE, indicating clearly in their covering letter and on the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chair of that department.

Inquiries

Centre Director, Michael Connelly, (416) 923-6641, Ext. 2630, or the Associate Director, Dennis Thiessen, (416) 978-2909.

Applications

Ontario Institute for Studies in Education,
252 Bloor Street West, Toronto, Ontario,
M5S-1V6, (416) 923-6641



Faculty and University Regulations

NOTE: Grading Practices Policies for the B.Ed./O.T.C. Two-Year Pilot Program in Teaching and Learning, the Continuing Education Program and the Institute of Child Study are printed in the program brochures specific to each of those programs and are also available from the Registrar's Office.

Grading Practices Policy - Bachelor of Education and Diploma in Technical Education One-Year Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) a statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.

2. An interim performance evaluation for each practice teaching session with feedback to the student.

3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Students will be evaluated on all four components of the program: Curriculum and Instruction, Foundations, Practice Teaching, and the compulsory course - The Contemporary Classroom.

2. Grades in the Curriculum and Instruction subjects and Foundations courses will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, FX.

   Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade as a No Credit (NCR).

   Grades in the Contemporary Classroom will be reported as a Credit (CR) or No Credit (NCR).

3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
C+		67 - 69%	68%
C	Adequate	63 - 66%	65%
C-		60 - 62%	61%
D+		57 - 59%	58%
D	Marginal	53 - 56%	55%
D-		50 - 52%	51%
FX	Inadequate	00 - 49%	25%

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/ No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must attain:

   i) a minimum of a C average in each of the following components of the program:
   - Curriculum and Instruction*
   - Foundations

   ii) a minimum of a D- grade in each course in:
   - Curriculum and Instruction
   - Foundations

   iii) a Credit (CR) in:
   - Practice Teaching**
   - The Contemporary Classroom

* For Junior/Intermediate students, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/ Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must receive a Pass in each scheduled practice teaching session (includes all appraisals). A student who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching immediately following the completion of the final examination period, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A student who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate.

D. Supplemental Privileges

1. Supplemental privileges granted in D.2 and D.3 following, are limited to a combined total of two courses of which only one may be a Curriculum and Instruction course.

2. A student may be granted supplemental privileges in a course in which an FX has been received, or in the Contemporary Classroom, NCR. There are no supplemental privileges for a final grade of NCR in the Practice Teaching component of the program.

3. A student who receives a final grade of C-, D+, D or D- in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the grade has reduced the average in the component to less than a C.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Council of the Faculty.

E. Student Access to Examination Papers

1. Copies of final examination papers for the preceding five academic years are available in the Faculty Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Academic). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A student may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's Faculty record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Academic), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Academic), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Academic), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University's Grading Practices Policy is available in the Registrar's Office.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education One-Year Programs

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

5. The student, the instructor or the Chair of the Department may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Co-ordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Co-ordinator a written statement detailing the grounds of the appeal. The Practice Teaching Co-ordinator will send, within three working days, a copy of the student's appeal to the associate

teacher. The Practice Teaching Co-ordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Co-ordinator, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Co-ordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Co-ordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

4. The student, the associate teacher or the Practice Teaching Co-ordinator may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ministry of Education and Training teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee (see page 66). Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of the Faculty. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division.

Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.

- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
  - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
  - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5. Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in the Faculty of Education, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behavior on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behavior is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

1. It shall be an offence for a student intentionally:

a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own, any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member intentionally:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by other than duly established and published criteria.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike intentionally:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to cause by action, threat or otherwise in a classroom, laboratory or examination room, a disturbance, which the member knows or ought reasonably to know, obstructs the teaching of a course or the holding of a test or examination.

4. The following are offences to the extent that they relate to the teaching and learning relationship. It shall be an offence for a faculty member and student alike intentionally:

a) to remove or copy or alter stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system or its peripheral communications devices without proper authorization; or to mutilate, misplace, misfile, install or render inoperable any such information, program, system or device, or in any other way to deprive immediately or at some point in the future without authorization another member or members from using or having access to any such resource;

b) to use in a substantial way any information storage, processor or retrieval facility such as a library, computer, telephone, network or telecommunications system, or facsimile or photocopying equipment, or similar equipment, for any other purpose than that for which privileges of use or access have been granted;

c) to access any University computer, library, or other information storage, processing or retrieval system or any personal academic file without proper authorization.

5. A graduate of the University may be charged with any of the above offences committed intentionally while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who intentionally:

- i) actually commits it;
- ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
- iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
- iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
- v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to an offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1).

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by

the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is going to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the above and not involving the submission of academic work, such as those concerning forgery or uttering, library or computer material or library or computer resources, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may handle the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an offence:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence

was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
- c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
- d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
- e) denial of privileges to use any facility of the University, including library and computer facilities;
- f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
- g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
- h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

- a) a written reprimand;
- b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
- c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
- d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
- e) denial of privileges to use any facility of the University, including library and computer facilities;
- f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
- g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;
- h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.
- i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record permanently this sanction. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without

academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
   ii) cancellation of academic standing or academic credits obtained by any former student who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The jury shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the jury considers appropriate.

3. The Tribunal may, if it considers appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.

2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.

3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important part of the life of the University and of its students.

4. The University does not stand in loco parentis to its student members, that is, it has no general responsibility for the moral and social behaviour of its students, as if they were its wards. In the exercise of its disciplinary authority and responsibility, the University treats students as free to

organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.

6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.

8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, “student” means a member of the University
   (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
   (ii) registered in any academic course which entitles the member to the use of a University library, library materials, library resources, computer facility or dataset.

10. In the following, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply. In the case of other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct

(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and

(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and Procedures: Sexual Harassment** and

iii) occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.

(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.

(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.

(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.

(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.

(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.

(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

(b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

> Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

(c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges
No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. Aiding in the Commission of an Offence
No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. Refusal to comply with sanctions
No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. Unauthorized Possession or Use of Firearms or Ammunition
No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The Chief Administrative Officer of the University has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Hearing Procedures

1. Whenever possible and appropriate, reason and moral suasion shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed annually by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), to investigate complaints made against student members of that division.

3. A Hearing Officer, who may be a student, shall be appointed annually by the council of each division to decide on complaints under this Code made against student members of that division.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on the guilt of the student or students and may impose one or more sanctions as listed below. The accused student or students may be assisted by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

Penalties that directly affect a student's registration in a program, such as suspension or the recommendation for expulsion, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year
6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. **When records are kept**
Records shall be kept for all cases that have proceeded to a hearing and for cases where students have waived the right to a hearing.

2. **Composition of Record**
The Record of Proceedings on Non-Academic Discipline cases shall comprise:
   (a) the written report of the Investigating Officer, if any;
   (b) the Notice of Hearing (including the offence charged);
   (c) documentary evidence filed at a Hearing;
   (d) the decision of the Hearing Officer and the reasons therefor.

3. **Publishing of Record**
Decisions of the Hearing Officer, including the name of the respondent, the offence

and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

4. **Use of Records**
   Records of previous convictions may be taken into account in imposing a sanction.

5. **Storage of Records**
   The Records of the Proceedings of Non-academic Discipline Hearings shall be stored in the office of the head of the division.

6. **Records of the Investigating Officer**
   Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer may be kept and may have a bearing on the decision to prosecute in a future case.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

1. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to

call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.

11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.

12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guilt of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.

13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.

14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.

15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Student Fees	$
Academic fee	
Domestic students	2,451.00
International students	15,069.00
+Non-academic incidental fees	
Domestic students	558.32
International students	558.32
University Health Insurance Program	
Domestic students	-----
International students	535.68
Total fee payable	
Domestic students	3,009.32
International students	16,163.00
Minimum first payment	
Domestic students	2,029.00
International students	10,135.00
Part-time Student Fees	
Academic fee per course	
Domestic students	490.20
International students	3,013.80
+Non-academic incidental fees	
Domestic students	179.44
International students	179.44
University Health Insurance Program	
Domestic students	-----
International students	535.68

+ Payable once per session

NOTE:

1. The minimum first payment for the Faculty of Education program, and outstanding payments for any previous session at U. of T., must be made prior to registration in September or you may not be allowed to register.

2. Commencing September 15, all outstanding balances, regardless of source of payment, are subject to a service charge of 1.5% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term. Refer to the Fees Schedule for full details.

Administrative User Fees	$
Application fee	60.00
Late registration fee (plus $5.00 per day)	43.00
Re-registration	24.00
Re-instatement	60.00
Official transcripts	6.00
Copy of record	13.00
Duplicate tax receipts	3.00
Letters/Forms of Confirmation	6.00
Advanced Standing Evaluations	57.00
Supplemental examinations (per course)	30.00
Replacement of student card without photo	3.00
Replacement of Calendar	4.00
Calendar for persons not registered in the Faculty	4.00
Petition to re-read examination *	35.00
Petition to recalculate grade *	13.00

* (refundable if the grade is changed in the student's favour)

Library Fees and Fines (1995/96)	$
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Lost audiovisual item	Replacement cost plus processing fee
Damaged item	25.00
Overdue fines	
• Regular loans (per day, per item)	.50
• Reserve/Library use items (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Recall (per day, per item)	2.00

Government Financial Aid

Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enroled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from Admissions and Awards, 214 College Street, University of Toronto, (416) 978-7950. Application forms are available from this Faculty and Admissions and Awards. It is strongly recommended that students apply for OSAP assistance prior to May 31.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

Ontario Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Admissions and Awards.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $2000 is available for full-time and part-time OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Ontario Child Care Bursary

This OSAP bursary assists married and sole-support parents with the costs of unsubsidized child care. Applicants must have qualified for OSAP and can be enroled in either full-time or part-time studies. Information and applications are available from Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation. Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a Faculty of Education who are prospective members of FWTAO (P/J division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the value of the annual income will be made to graduates of the teacher education program who are continuing in a Ministry of Education and Training certification course in Special Education at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefitting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Diploma program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

One or more awards to the value of the annual income will be made by the Faculty Awards Committee to persons admitted to the Intermediate/Senior Division in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968.

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in a Ministry of Education and Training additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in the Faculty of Education in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

One or more awards to the value of the annual income will be made by the Faculty Awards Committee to the person admitted to the Intermediate/Senior division in the Faculty of Education, teacher education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1, from persons admitted for the following academic year to the Intermediate/Senior division of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto.

One or more awards to the value of the annual income of the endowment will be granted by the Faculty Awards Committee to a person or persons admitted to the Faculty of Education, teacher education program in the Primary/ Junior Division who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the Faculty Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior Division, teacher education program and who apply for the award. The application deadline is July 1.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970.

The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the Awards Committee of the Faculty by November 1.

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour
This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour
This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour
The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/ Senior program who most demontrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty
This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Faculty. Nominations for this award may be made to the Awards Committee by staff and students of the Faculty by a deadline established each spring.

Faculty of Education Commendation
This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year of the teacher education program.

Institute of Child Study Honours List
Diploma in Child Study students who graduate with an A in each academic course and CR in each practicum course are described as graduates "With Honours".

NOTE: Unless otherwise stated, when an award has an endowment the value of the annual award or awards will be determined by the annual income of the endowment.

Arnolds Balins Award
A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Mark A. R. M. Crowe Memorial Award
This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History/Politics program who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income.

James W. Fair Award in Elementary Education
This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study.

The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of the Faculty, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Faculty's teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. One or more fellowships shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Council of the Faculty of Education, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

P. A. Petrie Huron County Scholarship

This award was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award

This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974.

The award will be made annually to the student in the Faculty's teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the Program of the Faculty of Education.

A. P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Award Winners 1994-95

Primary/Junior Award of Honour

Margarita Maria Diaz

Junior/Intermediate Award of Honour

Edwardo Andrew Malabre

Intermediate/Senior Award of Honour

Irene Anne Healy-Vihant

Award for Outstanding Contribution to the Life of the Faculty

Stephen Thomas Hopkins

Arnolds Balins Award/Geography

Ida Maria Zan

Mark A. R. M. Crowe Memorial Award/History and Political Science

Milena Ivkovic

Jeffrey Drdul Memorial Award in Special Education

Stephen Thomas Hopkins
Marilyn Bridget Kennedy

Faculty of Education Commendation

Alkarim Hassanali Assar
Mark Stuart Hauck
Kenneth Samuel Hollander
Lisa Jean Hutchinson-Chee
James Henryk Klodnicki
Belinda Monique Longe
Manish Mehta
Donna Lynn Musson
Lisa Catharine Paloheimo-Hughes
Ronald Christopher Reilly
Wendy Leigh Schmidt
Geoffrey Martin Vanek
Susan Elizabeth Watson
Rebecca Jane Wells Jopling
Student Members of the Employment Preparation Conference Committee
Dr. Scholes FEUT Patrol Band

James W. Fair Award in Elementary Education

Frank Bob Shim

Prof. Arthur Louden Memorial Entrance Scholarship in Education

Alisa Evelyn Cashore
Jim Dimetrios Colomvakos
Janice Rachel Gladstone
Natalie Rachel Hawes
Scott Edward Hoffman

R. J. McMaster Award/English

Carolyn Mary Borotra

O.E.C.T.A. Award of Excellence

Yvette Carmen D'Souza
Carl Cini
Olivera Pesa

William Pakenham Fellowship in Education

Anna Silvana Faraone
Theresa Ann Steger
Kerry R. Wiltse

Morgan Parmenter Award in Guidance

Christopher Clifton Pattison

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Loreen Charlotte Brown
Margaret Elaine Fruitman

P. A. Petrie Huron County Scholarship/Mathematics and/or Science
Patricia Marie Provvisionato

R. Darrel Phillips Award/Technological Studies
Christopher Alexander Speirs

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Alan Charles Robertson

Alexander Pringle Seggie Award
Maxwell David Hansen-Woldgard

A. P. Seggie Memorial Award/Business
Janet Ann Davis

Percy H. Taçon Memorial Bursary
Krystyne Elizabeth Carruthers Koessl

Don Wright Scholarship in Music Education
Mathew Hillel Pines

Don Wright Scholarship in Vocal Music
Sandra Rose Alderton
Janice Kim Lewis

Leighton McCarthy Memorial Scholarship in Child Assessment and Counselling
Susan Elizabeth Ball

Leighton McCarthy Memorial Scholarship in Childhood Education
Beverly Ann Caswell

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, and computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library

The Library supports the Faculty's various programs by providing a wide range of services and materials to its students. In addition to circulation services, the Library offers reference assistance to aid students in locating information for their courses and for practice teaching. The Library's collections are contained in two areas, the Information Resource Centre and the Media Resource Centre.

The Information Resource Centre houses the Library's print resources. This collection includes books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, and special education. Ministry of Education and Training documents include commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry of Education and Training guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools. The Information Resource Centre also offers access to CD-ROM computer periodical searching.

The Media Resource Centre holds an extensive audiovisual collection of video-tapes, films, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software which is available to students for use both at the Faculty and in their practice teaching assignments. Equipment is located in the Centre for previewing these materials. Audiovisual equipment is also available for loan. The Media Resource Centre provides facilities for video editing, slide, videotape and audiotape duplication, and video/audio format transfers.

Faculty of Education, Technology for Enhancing Learning (TEL) Centre

A co-operative venture between FEUT and TVOntario, the TEL Centre seeks to promote the appropriate use of technology, particularly television and computers, in all aspects of FEUT activity. The Centre offers a number of direct services to students, and can put students in touch with other FEUT or University resources to meet their technological needs. Some of these include:

- access to a variety of computers which support wordprocessing, database, spreadsheet and instructional applications.
- workshops on topics ranging from operating the technology to incorporating student use of television and computers into lesson plans.
- access to a variety of multimedia production and viewing resources which support interactive video, telecommunications and computer graphics.

More information on how the TEL Centre and its staff can enhance effectiveness as a student and future teacher can be obtained from the TEL Centre, Room 343 of the Faculty.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460). Through their Union, the students have representatives on the Council of the Faculty, its committees and the Faculty's Alumni Association. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Room 26 in co-operation with the Student Union, organizes all student events and activities. Individual student counselling is also available through this department in Room 26 (978-8157)

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Student Services

Information on all major student services and facilities is provided in the handbook, '**Blue Pages**'. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Aboriginal Student Services and Programs - First Nations House

First Nations House located in the Borden Building North at 563 Spadina Avenue houses the Office of Aboriginal Student Services and Programs (OASSP) founded in 1992 and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact the Office of Aboriginal Student Services and Programs,
First Nations House, University of Toronto,
563 Spadina Avenue, Third Floor
Toronto, Ontario, M5S 1A1
Telephone (416) 978-8227
FAX (416) 978-1893

Housing Service

The University of Toronto Housing Service on the St. George campus maintains lists of off-campus housing consisting of rooms, apartments and houses. Cost of a shared room in a house or apartment will average $300-$400. Bachelor, one or two bedroom apartments range from $400-$500, $550-$700 and $750-$900, respectively. A three bedroom house will usually rent for $1,200 to $1,400. Lists of residences together with address and phone number, cost and eligibility criteria can also be sent to students on request. On average, with meals, residence will cost approximately $5,000 to $5,850 for the eight-month, academic session. Residences providing cooking facilities but no meal plan will cost approximately $2,850 to $3,050. Unfurnished university apartments are available for full-time students but priority is given to couples, couples with children and single parents. Rent for university family housing will average $397 to $650 depending on the location and size of the units. Applications for these units should be obtained from the University of Toronto Housing Service and submitted twelve to sixteen months before the required date of occupancy depending on the type of accommodation requested.

Contact the Housing Service at: The Koffler Student Services Centre, 214 College Street,
Toronto, Ontario M5T 1R2.
Telephone (416) 978-8045.
FAX (416) 978-1616.
E. Mail housing.service@utoronto.ca

Family Care Advisor

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, a newsletter and guest speakers. The drop-in resource centre contains a library of material on family issues.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

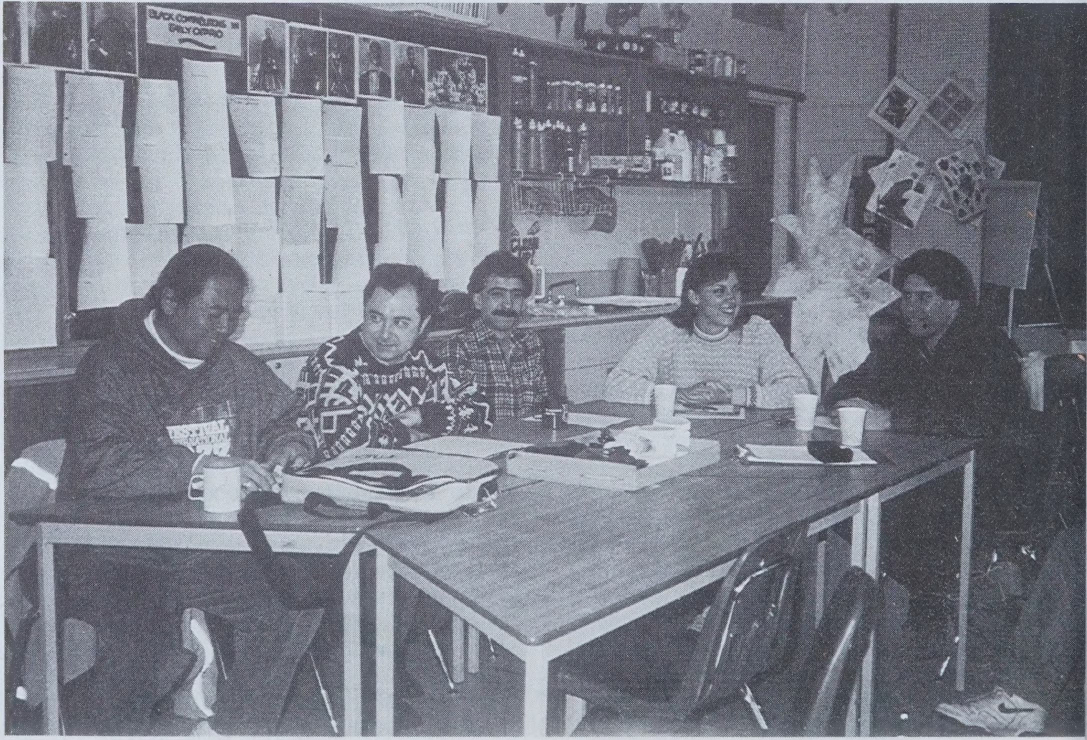
Career Counselling and Placement

The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Special Services to Persons with a Disability

Special Services' goal is to facilitate the inclusion of students with hidden or obvious disabilities and health considerations into University life. All students first meet with an intake counsellor to discuss their individual needs. Where appropriate, students may then meet with one of the professionals on staff such as the Adaptive Equipment Coordinator, Learning Disability Specialist or Occupational Therapist to establish strategies and, if necessary, determine accommodations. All discussions are confidential. The service offers liaison with academic and administrative units with in the University and with off-campus agencies. As well, for those eligible, the service provides a wide range of support including alternative test and exam arrangements, notetaking services, on-campus transportation, personal counselling, workshops, adaptive equipment and assistive devices. Information and resource materials on health conditions and disability related issues are available to all interested.

The office is located in the Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 2Z9. Liaison officers are available at Scarborough and Erindale Colleges. For more information please call: (416) 978-8060, (Voice) (416) 978-1902 (T.D.D.) or (416) 978-8246 (FAX).



Other Programs at the University of Interest to Teachers or Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

Erindale College

Exceptionality in Human Learning
A three or four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

Scarborough College

Cognitive Science
A four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

The Early Teacher Project
A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the Faculty of Education Bachelor of Education degree (for grades 7 to 12).

FACULTY OF MUSIC

Music Education
A four year undergraduate degree program in music education recommended for music applicants to the Faculty of Education B. Ed. degree program.

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

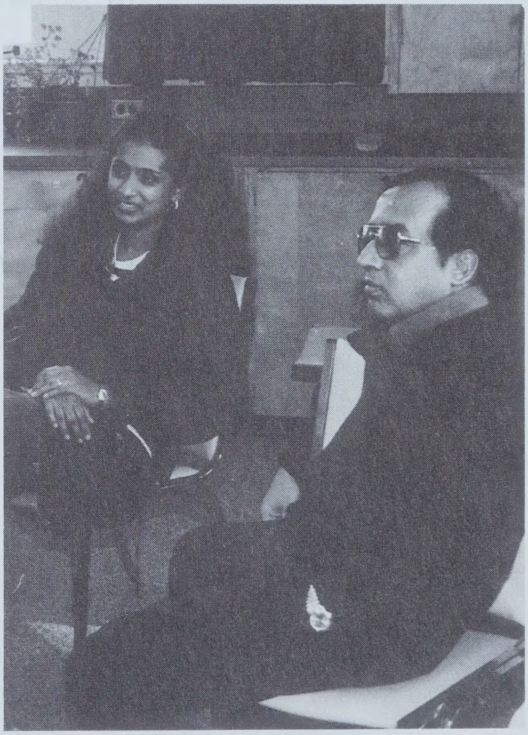
Physical and Health Education
A four year undergraduate degree program recommended for physical and health education applicants to the Faculty of Education B. Ed. degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language
A program of interest to applicants for teacher education and to those who wish to teach in this particular field of education.

SCHOOL OF GRADUATE STUDIES

Ontario Institute for Studies in Education (O.I.S.E.)
Graduate degrees in education at the masters and doctoral levels granted through the University of Toronto. These degrees do not carry Ontario teacher certification but may assist those applying to the Faculty of Education B. Ed. degree program. They are also of interest to persons holding teacher certification.



Degrees Offered by the University 1995/96

Undergraduate Degrees	Faculty/School
Bachelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
Bachelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
Bachelor of Arts (B.A.)	Arts & Science & Scarborough College
Honours Bachelor of Arts (Hon. B.A.)	Arts & Science & Scarborough College
Bachelor of Commerce (B.Com.)	Arts & Science & Management Scarborough College
Bachelor of Science in Dentistry (B.Sc.D.)	Dentistry
Bachelor of Education (B.Ed.)	Education
Bachelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
Bachelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
Bachelor of Science (B.Sc.)	Arts & Science & Scarborough College
Honours Bachelor of Science (Hon. B.Sc.)	Arts & Science & Scarborough College
Bachelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
Bachelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
Bachelor of Science (Biomedical Comm.) (B.Sc.BMC)	Medicine
Bachelor of Science in Forestry (B.Sc.F.)	Forestry
Bachelor of Laws (LL.B.)	Law
Bachelor of Music (Mus. Bac.)	Music
Bachelor of Music in Performance (Mus. Bac. Perf.)	Music
Bachelor of Science in Nursing (B.Sc.N.)	Nursing
Bachelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
Doctor of Dental Surgery (D.D.S.)	Dentistry
Doctor of Medicine (M.D.)	Medicine
Doctor of Pharmacy (Pharm.D.)	Pharmacy

Graduate Degrees:

The School of Graduate Studies is responsible for all graduate studies and for developing and implementing appropriate regulations and operating procedures. Each student is enrolled in one of the graduate departments/ centres/institutes which offer graduate study and in the case of combined programs, one of the faculties.

Degree	Department/Centre/ Institute
Master of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering Geology
Master of Engineering (M.Eng.)	Departments in Applied Science & Engineering
Master of Arts (M.A.)	Departments in Arts and Science Comparative Literature Program Criminology Education (O.I.S.E.) History and Philosophy of Science and Technology Medieval Studies Music Russian and East European Studies South Asian Studies
Master of Arts in Teaching (M.A.(T))	English
Master of Business Administration (M.B.A.)	Management
Master of Business Admin. & Bachelor of Laws (MBA/LLB.)	Management/Law (Faculty of)

Degrees Offered by the University 1995/96

Master of Education (M.Ed.)	Education (O.I.S.E.)
Master of Divinity (M.Div.)	Toronto School of Theology
Master of Health Science (M.H.Sc.)	Biomedical Engineering
	Clinical Biochemistry
	Community Health
	Speech Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Library Science (M.L.S.)	Information Studies
Master of Information Science (M.I.S)	Information Studies
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Nursing (M.N.)	Nursing Science
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Medical Science
	Dentistry
	Nursing Science
	Pharmacy
Master of Science in Forestry (M.Sc.F.)	Forestry
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Master of Social Work & Bachelor of Laws (M.S.W./LL.B.)	Social Work/Law (Faculty of)
Master of Religious Education (M.R.E.)	Toronto School of Theology
Master of Religion (M.Rel.)	Toronto School of Theology
Master of Philosophy (Phl.M.)	Departments in Arts & Science
Master of Theology (Th.M.)	Toronto School of Theology
Doctor of Education (Ed.D.)	Education (O.I.S.E.)
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Education (O.I.S.E.)
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Information Studies
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work
Doctor of Philosophy and Doctor of Dentistry (Ph.D./D.D.S.)	An appropriate department/ Dentistry (Faculty of)
Doctor of Philosophy and Bachelor of Laws (Ph.D./L.L.B.)	Philosophy/Law (Faculty of)
	Economics/Law (Faculty of)
Doctor of Philosophy and Doctor of Medicine (Ph.D./M.D.)	An appropriate department/ Medicine (Faculty of)
Doctor of Theology (Th.D.)	Toronto School of Theology

Degrees Offered by the University 1995/96

Undergraduate Certificate/Diploma Programs	Faculty/Department/ Centre/Institute
Diploma in Technological Education	Education
Certificate in Business	Woodsworth
Certificate in Criminology	Woodsworth
Certificate in Law Enforcement & Administration	Woodsworth
Certificate in Personnel & Industrial Relations	Woodsworth
Certificate in Teaching English as a Second Language	Woodsworth
Artist Diploma	Music
Licentiate Diploma	Music

Graduate Certificates/Diploma Programs	Faculty/Department/ Centre/Institute
Diploma in Dental Anaesthesia	Dentistry
Diploma in Dental Public Health	Dentistry
Diploma in Endodontics	Dentistry
Diploma in Oral Pathology	Dentistry
Diploma in Oral Radiology	Dentistry
Diploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
Diploma in Orthodontics	Dentistry
Diploma in Paediatric Dentistry	Dentistry
Diploma in Periodontics	Dentistry
Diploma in Prosthodontics	Dentistry
Diploma in Child Study	Education
Diploma in Resource Management	Forestry
Diploma in Anaesthesia	Medicine
Diploma in Child Psychiatry	Medicine
Diploma in Clinical Chemistry	Medicine
Certificate in Teaching of Occupational Therapy	Medicine
Diploma in Opthalmic Science	Medicine
Certificate in Teaching of Physical Therapy	Medicine
Diploma in Psychiatry	Medicine
Certificate in Public Health	Medicine
Diploma in Industrial Health	Medicine
Diploma in Radiation Oncology	Medicine
Diploma in Operatic Performance	Music
Diploma in Business Administration	Woodsworth/Management
Diploma in Gerontology	Woodsworth
Diploma in Social Work Research	Social Work

NOTE: Graduate diplomas and certificates are not part of the School of Graduate Studies

Student Exchange Programs Offered by the University 1995/96

The University of Toronto operates several institution-wide student exchange programs:

University of Hong Kong
Chinese University of Hong Kong
University of the West Indies (Jamaica, Trinidad, Barbados)
Kyoto University, Kyoto, Japan
Humboldt University, Berlin, Germany

The University of Toronto also participates in two region to region student exchanges:

Ontario/Baden-Württemberg, Germany Student Exchange
Ontario/Rhône-Alpes, France Student Exchange

For further information regarding the above exchange programs, please contact the Office of the Vice-Provost, Simcoe Hall, Room 221, 27 King's College Circle, 978-3870

Officers of the University (partial listing)

Chancellor
R. Wolfe, B.A.

Chair, Governing Council (Acting)
F. A. Comper, B.A.

President and Chief Executive Officer
J.R.S. Prichard, M.B.A., LL.B., LL.M.

Vice-President & Provost
A. Sedra, B.Sc., M.A.Sc., Ph.D.

Vice-President, Administration and Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed. D.

Vice-President, Research and International Relations
H. Munroe-Blum, B.A., B.SW., M.SW., Ph.D.

Deputy Vice-Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost, Relations with Health Care Institutions
A. Aberman, M.D., F.R.C.P., (C)

Vice-Provost and Assistant Vice-President (Planning and Budget)
D.W. Lang, B.A., M.A., Ph.D.

Vice-Provost
D. McCammond, B.Sc., Ph.D.

Vice-Provost
P. Gooch, B.A., M.A., Ph.D.

Assistant Vice-President, Research Services
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Assistant Vice-President, Operations and Services
J. Oliver, B.Com., M.Sc.

Chief Financial Officer
R.G. White, C.M.A.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsperson
E. Hoffman, B.A.

Status of Women Officer
R. Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards and Associate University Registrar
K.J. Swift, B.Sc., M.Ed.

Director of Athletics and Recreation
I. McGregor, B.Sc., Ph.D.

Director of Career Centre
M. Van Norman, B.A., M.A.

Director of Counselling and Learning Skills Centre
D.M. Graham, B.A., Ph.D.

Director of Family Housing
E. Giles (Acting)

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

Director of International Student Centre
E. Patterson, B.A.

Director of Off-Campus Housing
P. Karimalis (Acting)

Director of Special Services to Persons with a Disability
E. Barbeau

Director, Office of Aboriginal Student Services and Programs
R. Bobiwash

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

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